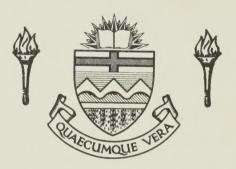
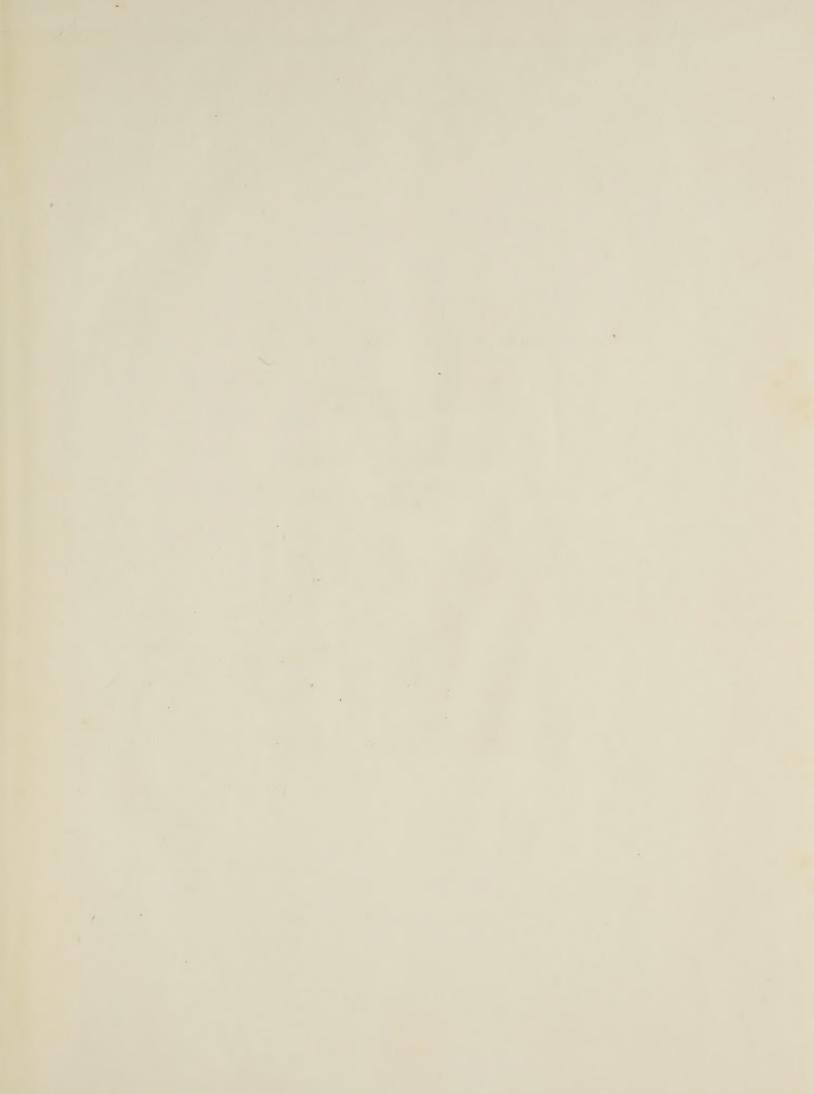
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## THE UNIVERSITY OF ALBERTA

PUPIL INTERESTS

AND FRENCH TEXT CONTENT

(C)

by

MARIE LOUISE SCAGLIOLA

#### A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF SECONDARY EDUCATION

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## ABSTRACT

The aim of this study was to isolate the topics which interest students of junior high schools - grades seven, eight and nine - engaged in learning French in Alberta. Which of these topics do they in fact desire to discuss and read about in French, and which of these are included in Voix et Images de France and Ecouter et Parler? The reasons why the students involved in this study are taking French, and their reactions toward the French programs used in Edmonton were also investigated.

A questionnaire, devised on the basis of topics suggested by a preliminary sample of 667 French language junior high school students in the city of Edmonton, was administered to 1,058 students enrolled in French courses in the Edmonton Separate and Public Schools. The findings of this report were based on the responses of these students.

The analysis of the data revealed that, in general, the topics in which the male subjects expressed interest are different from those chosen by the female population. In addition, only sixteen of the topics included in the questionnaire are contained in Voix et Images de France, and fifteen of these are included in Ecouter et Parler.

For most of the students included in this study, the motivational factors which induce them to take French are utilitarian in nature, that is, either to gain admittance into university or for career purposes. Many are also

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studying the language because of parental influence.

The comments of many of the subjects revealed dissatisfaction with the filmstrips and the content of the programs,
and boredom resulting from a lack of imaginative use of the
programs. In addition, considerable criticism was also leveled
by those students using the <u>Voix et Images de France</u> program
at the lack of provision of a textbook containing the French
sentences and exercises.

The creation of a situation in which students would be more positively oriented to the study of French is a difficult task. One step in the right direction, however, would be the use of content which captivates the attention of the learners by appealing to their interests and which is relevant to their daily lives. Without meaningful content, our efforts, though sincere, may prove to be useless.



#### ACKNOWLEDGMENTS

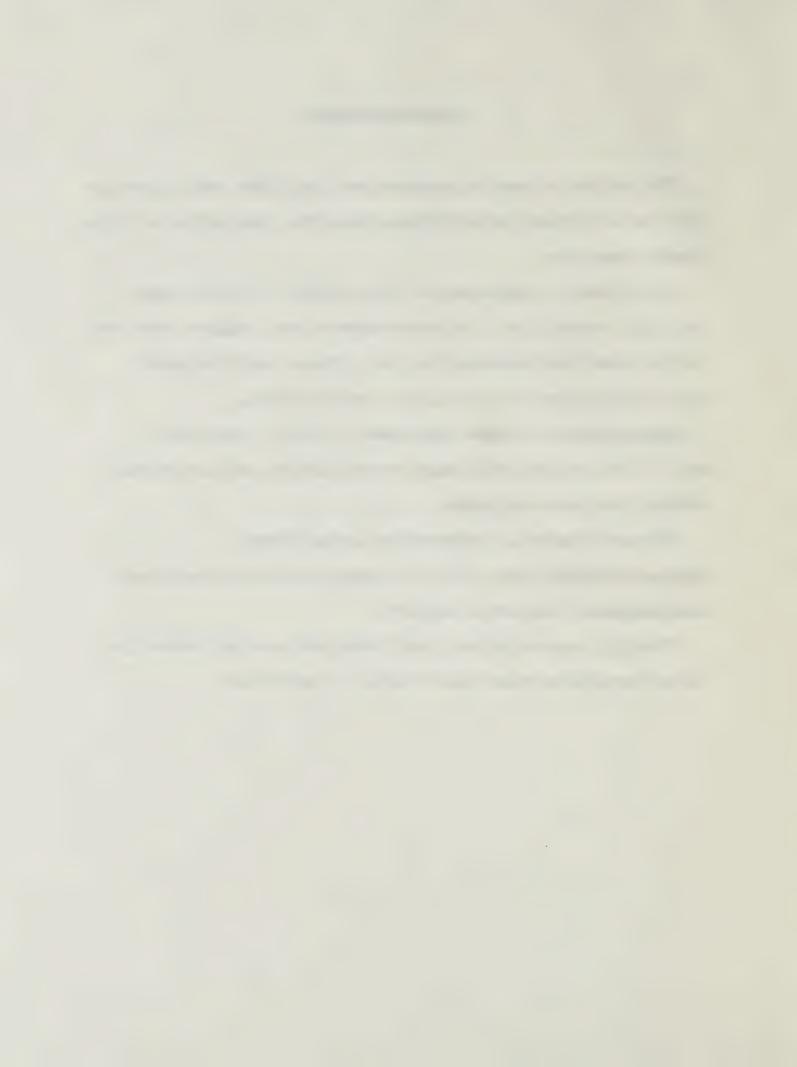
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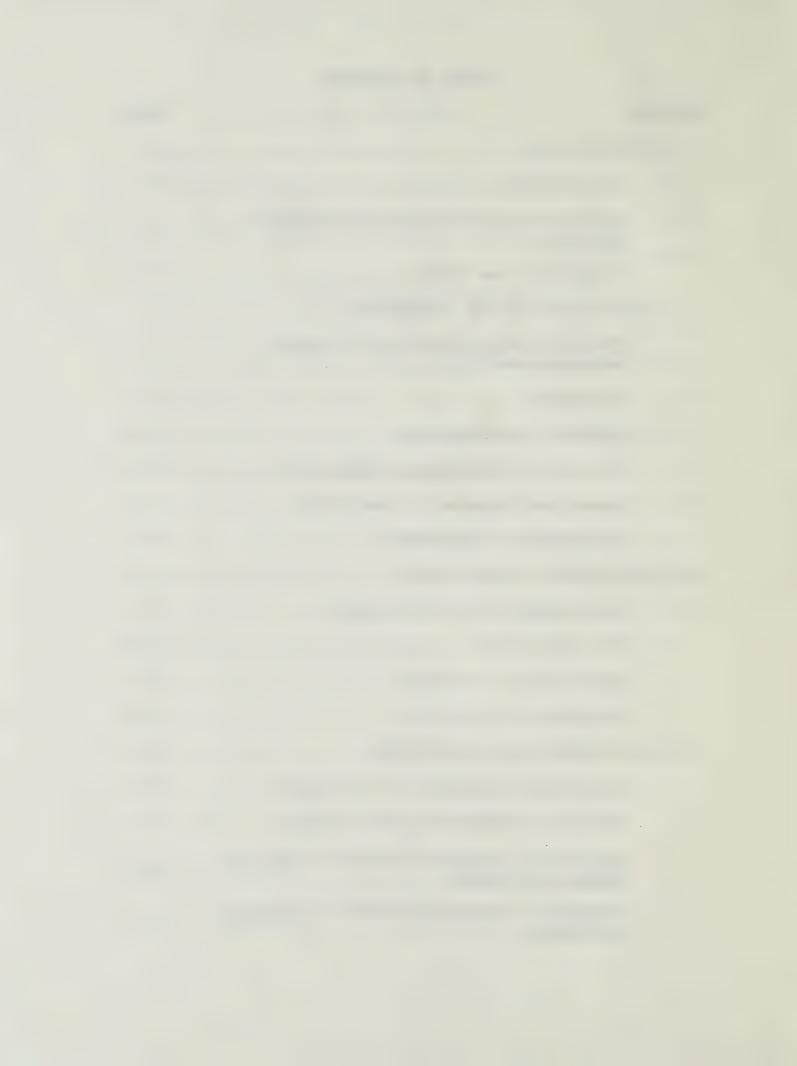
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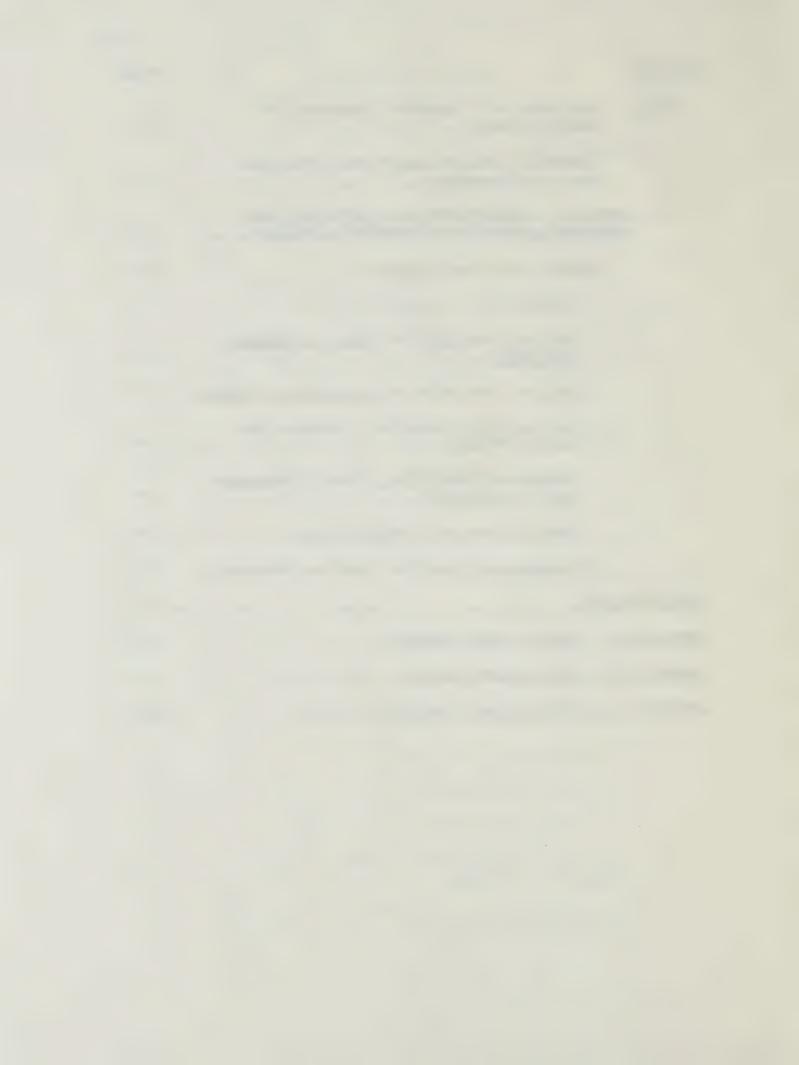


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#### CHAPTER I

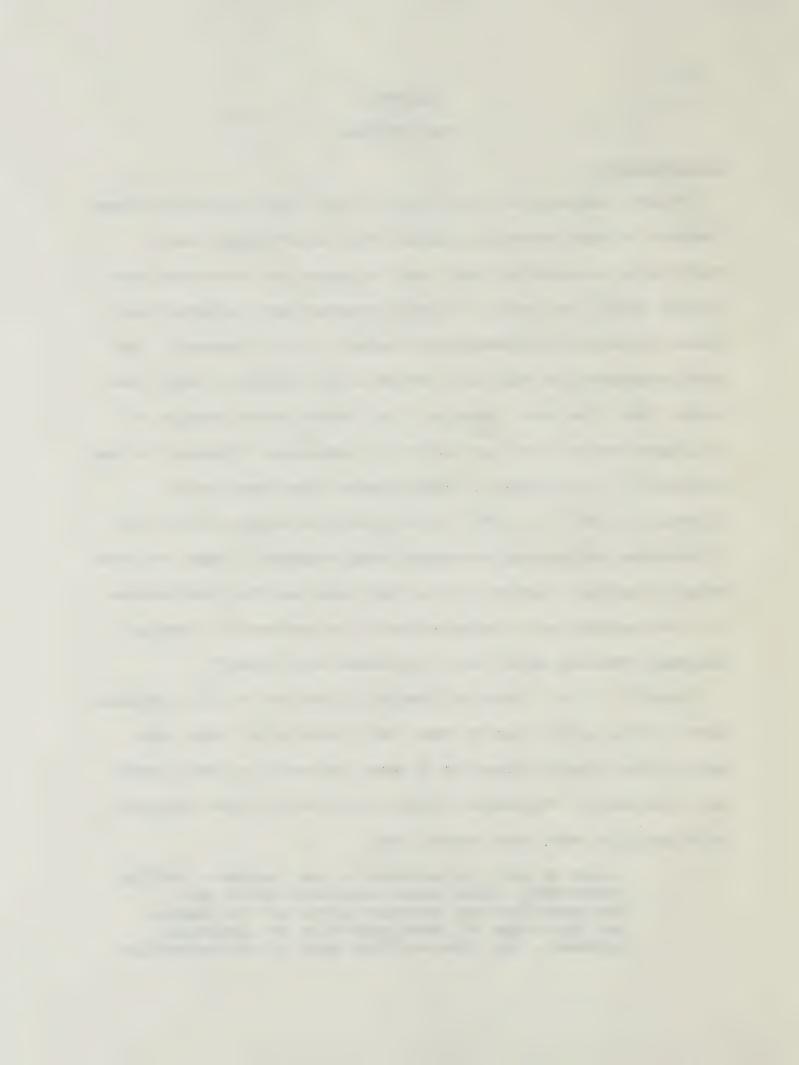
#### THE PROBLEM

## Introduction

Modern language textbook authors and publishers have been tempted to make sweeping claims when advertising their materials, contending that the dialogues and conversations around which the units in their programs are centered are based on topics of immediate interest to the learner. One such statement is that of O'Brien et al (1965, p. xxii) who claim that "the next group of six lesson texts consist of dialogues which touch on topics of immediate interest to the student." In rebuttal to such claims, the results of Carroll's (1967, p. 1079) investigations suggest that the literature pertaining to educational research "does not even seem to contain surveys of the opinions and the preferences of the teachers and students about the content of foreign language reading materials, textbooks and films."

Carroll is not alone in drawing attention to this problem. Kerr (1968, p. 23) posits that the students of today are asking that their education by more relevant to their needs and interests. Strasheim (1969, pp. 494-495) also supports this position when she states that

...we do pay lip service to the learner - adding throw-away lines about materials which are designed for the interest level of the learner and his stage of development in the learning process - but then we find most of our materials



authored by college people who pay very little attention to the interest of the student.

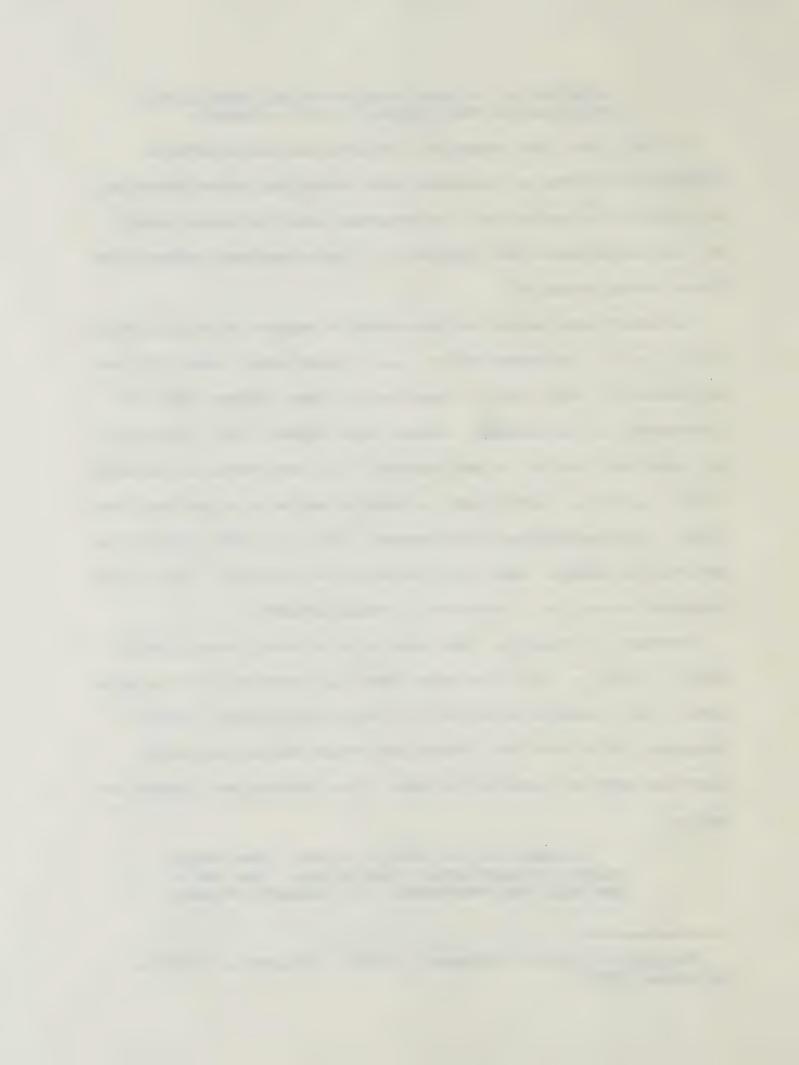
In fact, are the students' preferences and interests important factors to consider when preparing these materials or should the content of the programs used be based solely on the preferences and opinions of the educators rather than those being educated?

Although some educationists would disagree with Jakobovits' (1971, p. 19) recommendation "...to teach only those who are motivated to learn and to teach only those things they are interested in acquiring," others have agreed that interest is an important factor in motivation. In the words of De Roche (1967, p. 404), "individual interests serve as a motivational force," and according to Dinkmeyer (1965, p. 296) "effective motivation always takes into account the interest factor and attempts to exploit interests already present."

However, in reality, the results of a study conducted by McIver (1970, p. 138) indicate that 31.8 percent of the subjects, all students enrolled in junior high school French programs, felt that the French sentences which they were learning were not useful to them. One student was quoted as saying

I speak for the entire class. The French course is absolutely ridiculous. You can't use half the sentences. In summary, French

<sup>&</sup>lt;sup>1</sup>Politzer (1954), Dinkmeyer (1965), Fitzgerald (1967), De Roche (1967)



is the most useless, meaningless and boring subject the way it is taught in the school.

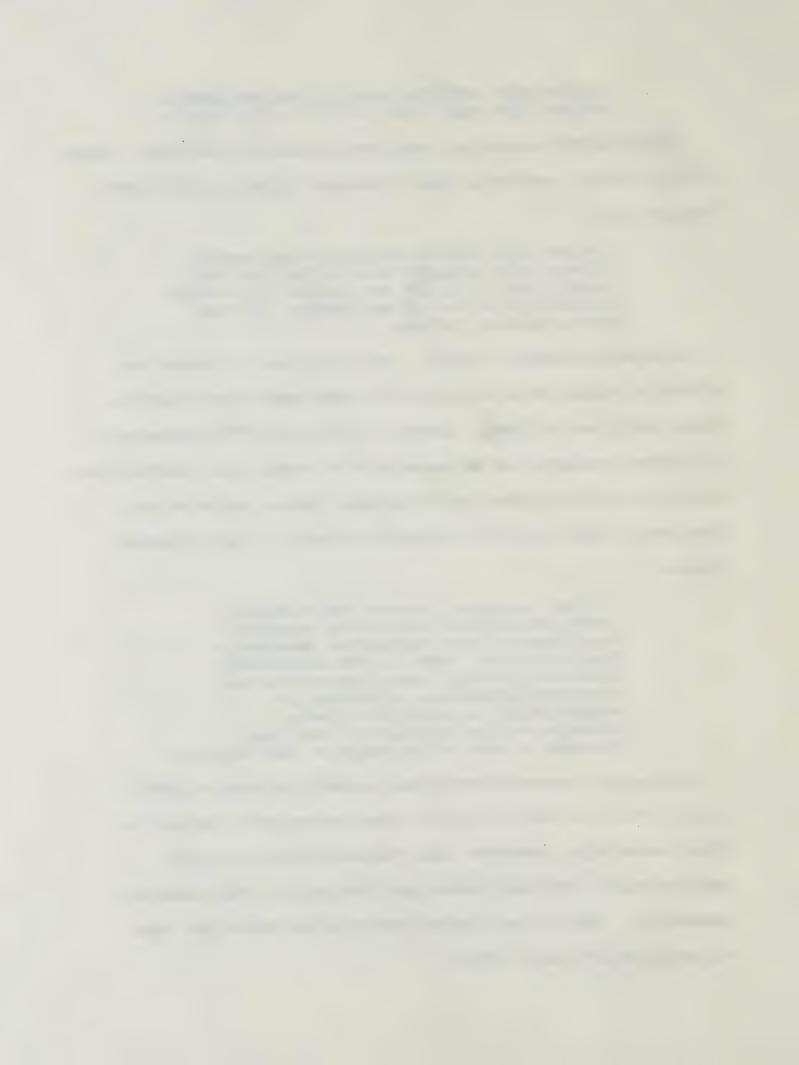
This student's opinion, admittedly somewhat forceful, seems to be a direct contradiction of Brooks' (1966, p. 358) contention that

The new approach by engaging the learner directly in language skills that are culturally valid in the new community provides a fruitful source of motivation that was not available before.

Although culturally valid, the activities in which the students engage seem to be for the most part irrelevant to their daily activities. Huebener (1963, p. 377) advocates a policy of readaptation of materials to combat the ineffective, though highly acclaimed audio-lingual texts, texts which Gronberg (1966, p. 363) viciously attacks in the following terms:

The dialogues in most audiolingual texts are of such paralyzing banality, the format of such egregious monotony - that students - even in the elementary schools...quickly lose interest in the classroom procedure, although the educationist is never at a loss to trundle out the old cliche that pupil boredom is wholly the fault of the teacher.

Gronberg's comments are given support by Kunkle (1966, p. 138) who, in describing his experiences with the Saint-Cloud materials, observes that "children are now quite sophisticated for their years particularly in the suburban community. They do not appreciate stories which are even slightly below their level."



#### II. STUDENT REACTION TO SECOND LANGUAGE LEARNING

The results of this discontent are reflected in the high drop-out rate which has come to light in studies such as the district-wide survey conducted in Edmonds, Washington. The results, as reported by Reinert (1970, p. 107), revealed that

By word and deed over one half of the students showed that once they had completed requirements for college admission they intended to have nothing more to do with the foreign language.

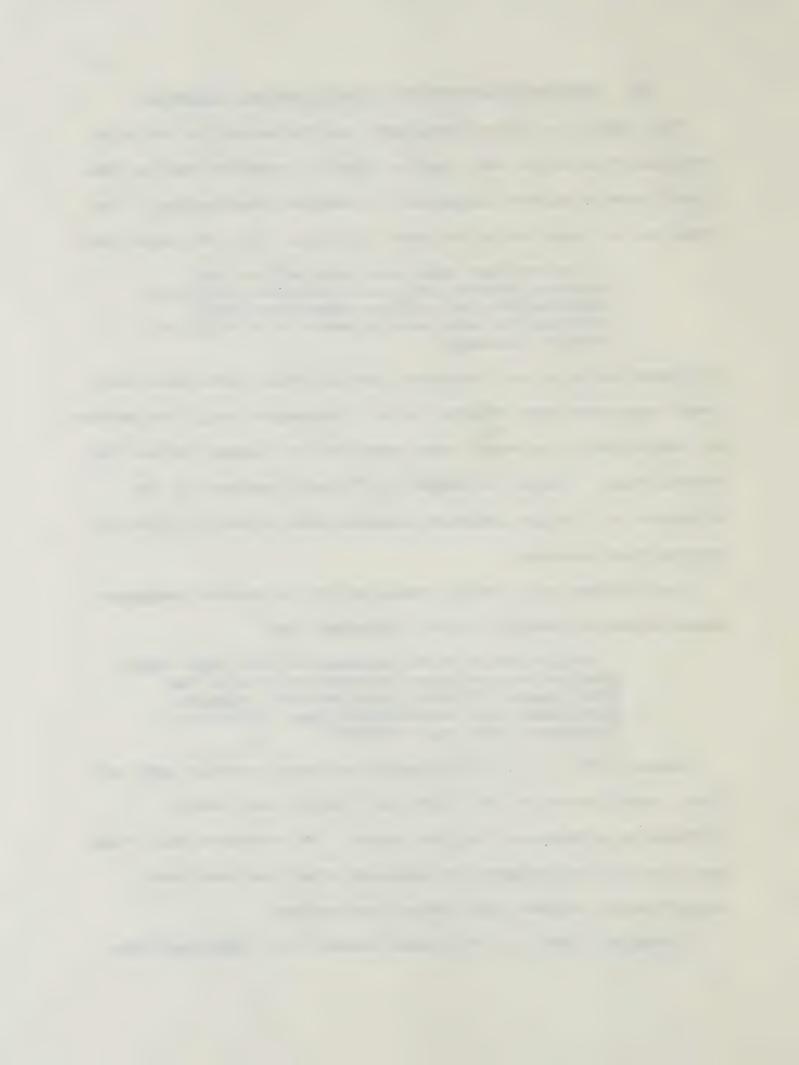
The same survey also disclosed that although three and four year sequences were offered in all languages, only ten percent of the students surveyed were enrolled in classes beyond the second year. Stated differently, "ninety percent of the students in foreign language classes were either in first or second year courses."

The findings of a study conducted by the Modern Language
Association of America (1964) indicated that

While the rate of increase of the high school population continues to accelerate over the five years (1958-62), the rate of language enrollment has decelerated from (1958-62). (Zeldner, 1966, pp. 277-278)

Shuman (1971, p. 22) discloses that many schools have not found enrollments at the third and fourth year levels increasing as much as they had hoped. He contends that "the post Sputnik enthusiasm for language study has declined significantly across the face of our nation."

Birkmaier (1969, p. 497) also reveals the existing state

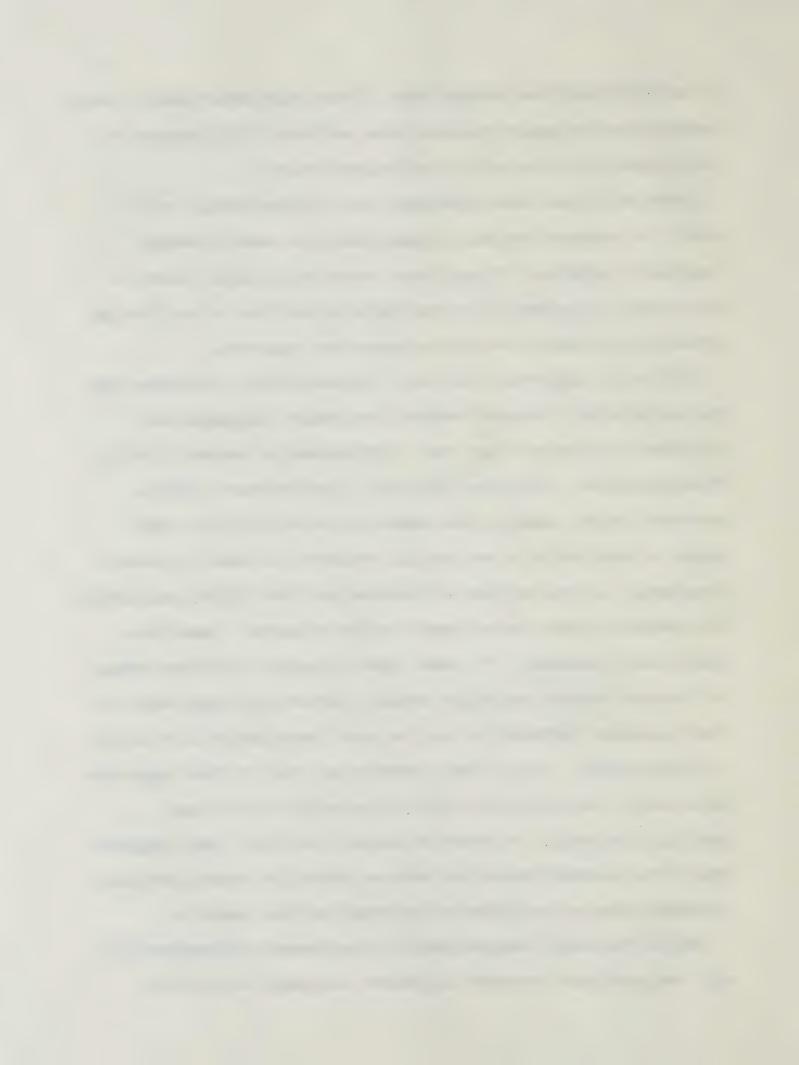


of affairs when she states that, "there has never been a long sequence of language teaching when we lose fifty percent of our students at the end of our second year."

When one views such findings, one is inevitably led to seek the reasons for such dissatisfaction among foreign language students. To say that there is a single cause is too simple an answer, for the factors involved in motivating students to learn a second language are numerous.

While the importance of such factors as the attitudes and values held by students towards the target language and culture it expresses has been highlighted by Lambert (1963), Pimsleur (1964), Politzer (1953-54), and Reinert (1970), another factor, namely, the material to be studied, also plays a vital role in motivating students to learn a second language. In the opinion of Kersten and Ott (1970, pp. 10-11) this material must be relevant to the students immediate needs and interests. "It must have an appeal in those areas of interest where curiosity seeks a satisfying experience so that language information can be used immediately in relation to daily life." It is their contention that if this approach were used, the problem of motivation would be at least partially solved. In order to accomplish this, they suggest that "the teacher should as soon as possible create prepared conversations on subjects of interest to the student."

While the above suggestion is by no means the panacea for all the problems inherent in second language instruction,



it may be one way of making that which takes place in the classroom situation more relevant to the learners.

# III. PURPOSE OF THE STUDY

In an attempt to contribute to the attainment of this goal, the investigator has directed her study to the discovery of the expressed interests of junior high school French language students relevant to the content of French language materials. Since Voix et Images de France and Ecouter et Parler are the two most widely used programs at the junior high school level in Alberta, a comparison of the results of the study will be made to determine how many of the topics in which these students express interest are contained in the above mentioned materials.

It is hoped that the results of this investigation will provide those involved in the preparation of French materials with a guide that will enable them to be cognizant of the expressed interests of junior high school French language students. For, as Politzer (1953-54, p. 21) has stated, "our educational objectives must be reached and can only be reached by utilizing the existing motivation and interests and not by opposing them."

<sup>1</sup> Cote, Levy and O'Connor. Ecouter et Parler, rev. ed.,
New York: Holt, Rinehart and Winston, Inc., 1968.
Renard, Colette and Charles Henry Heinle. Implementing Voix
et Images de France in American Schools and Colleges: Part I.
Philadelphia: Chilton Books, 1969.



#### CHAPTER II

### A REVIEW OF THE LITERATURE

## I. THEORIES AND METHODOLOGY OF MODERN LANGUAGE LEARNING

Prior to the advent of the audio-lingual method, the notion of making second language instruction palatable was not even considered by the typical foreign language instructor. The grammar-translation method which was the most widely used approach in the United States and Canada was actually designed for students who were highly intellectual and interested in abstract reasoning. However, Rivers (1969, P. 17) points out that

The grammar-translation method is not successful with the less intellectual, who muddle through, making many mistakes over and over again and thus building up cumulative habits of inaccuracy which are difficult to eradicate at a more advanced stage.

The students instructed in this method were provided with a wide literary vocabulary and were trained to extract meaning from foreign texts by translating from the native language. However, the foreign language was not used in the classroom to any extent and the student had very little opportunity to express himself through it. As a result, after having spent several years and a considerable amount of energy in a foreign language classroom, the learner was unable to communicate orally in the target language.



Early in the 1950's the advocates of the grammar translation approach as well as those of the reading method were severely criticized for not producing students fluent in a modern language. As a result, a shift in emphasis in the methodology for teaching foreign languages to the audio-lingual approach occurred. Spolsky (1966, P. 120) has summarized the assumptions on which the new approach is based in the following manner:

- 1) Foreign language learning is a mechanical process of habit formation.
- 2) Habits are strengthened by reinforcement.
- 3) Language is behavior made up of habit sequences at the phonemic, morphological, lexical and syntactic levels.
- 4) Practice, repetition, and reinforcement of units and their concatenation are effective ways of developing language performance.

The proponents of the audio-lingual method heralded their method as the panacea for all the ills that had hithertofore plagued second language instruction. However, it was not very long after its inception that flaws began to appear and criticisms began to flow from teachers, linguists, psychologists and students alike.

Huebener (1963) cites a number of criticisms expressed by teachers in New York who responded to his questionnaire. Their opinions and experiences reveal that the new approach was too time-consuming for already crowded timetables, that



the pre-reading period was too long, that the complete elimination of English was not possible, and that grammar could not be eliminated altogether, particularly for brighter students.

In a fairly recent article by Fisk (1969, P. 66) the complaints of a number of FLES (foreign language in the elementary school) graduates were cited. The following statements are a witness to the students dissatisfaction:

- 1) "We didn't know what we were saying."
- 2) "We had to repeat too much after the teacher; we didn't do enough on our own."
- 3) "What we learn should be more usable in communication."
- 4) "We knew the meaning of the whole sentence but not the parts."
- 5) "We learned to say, 'Paco is tired.' Why couldn't we have learned to say, 'I am tired, we are tired, you are tired.'?"

Rivers (1969) also warns of certain inherent weaknesses in this method of teaching. Students trained audio-lingually are often capable of perfectly repeating whole utterances like well-trained parrots when given a certain stimulus, but are often unable to use the memorized materials in unfamiliar contexts. Another weakness pointed out by Rivers is that while students are trained to vary language patterns by the process of anology, they have only a nebulous idea of what they are supposed to be doing in the process. As a result, the possibilities and limitations of the operations the students are



performing are not understood, and consequently, they are incapable of using these patterns outside the framework of a particular drill.

carroll (1965, P. 281) contends that "the audio-lingual approach was consistent, during its early stages, with the state of psychological thinking at the time, but it was no longer abreast of recent developments." He has separated contemporary practices in the field of modern language instruction into two major positions: 1) "the audio-lingual habit theory," and 2) "the cognitive code-learning theory."

Chastain (1968, P. 269) has listed the characteristics of the latter method in the following manner:

- 1) the use of exercises designed to teach grammatical understanding of the concepts being introduced,
- 2) the deductive explanation of all grammar prior to any practice with the structure,
- 3) the practice of all language skills from the beginning of the course.

From the characteristics stated above, it seems obvious that there is lack of agreement about the language learner and the process by which he learns. Grittner (1969) maintains that related literature reveals the existence of only a few purists in either of the schools mentioned above. Most teachers believe that language learning involves some cognition and some conditioning depending upon which aspect of the language is being learned.



### II. INTEREST

Although research evidence fails to show any overall superiority for one type of teaching method over another, there is one important area in which it has provided unambiguous and directly applicable results that are valuable for the educator, namely, the motivational variables upon the learning of foreign languages. The theory proposed by Carroll (1963, P. 1089) suggesting that " as long as learners remain cooperative and actively engaged in learning, whether they want to or not, motivational differences will not make much difference in achievement," is not a view commonly held by most researchers. The experience of language teachers and the findings of investigators indicate that such factors as student interest, attitude, and the degree of involvement in the experience of learning a foreign language are important.

In the words of Kolesnik (1970, P. 321), interest is

the perception of the relationship between the present status of a person in some ongoing activity in which he is involved, or the existing condition, situation or experience in which he finds himself and the end, goal or purpose of the activity, the outcome or the results or consequences of the experience which are anticipated, desired or dreaded.



Getzel (1956, P. 7) has defined the term by stating that

An interest is a characteristic disposition organized through experience, which impels an individual to seek out particular objects, activities, understandings, skills or goals, for attention or acquisition.

While the terms interest and interests are often used interchangeably, there is, in reality a distinction. Bell (1970, P. 43) distinguishes between them by defining "interest as the active force that directs or compels."

"Interests," on the other hand, "are the goals toward which the person is striving or is being directed." Dewey (1913, P. 16) attributed three characteristics to interest, namely, that it is: 1) active and compulsive, 2) that it is objective, and 3) that it is personal. It is then essentially a matter of perceiving a relationship between some situation and one-self.

Whitty (1963, P. 451) maintains that interests are acquired

Although they are based upon such factors as the constitutional nature of the individual and his personality structure as affected by his unique experiences and his particular environment.

Conklin and Frieman (1939, P. 365) lend further support to this theory when they state that

It is neither an accident nor a matter of biological differences that we find the interests of boys to be in athletics or gadgets in one society or nation, while in another they are arms, uniforms and organized festivals....The child's degree and kind of development determine what aspects of the environment will give specific direction to his further development in his acquisition of interests.



While the sources of some interests may be traced to parents, friends, teachers or books, Smith (1954, P. 203) suggests that psychological motives are also important in their formulation and sustenance:

His (the individual's) desire for security, self esteem, the esteem of others, and new experiences, and the success or failure he meets in attempting to satisfy these desires, play a major part in determining what his interests will be:

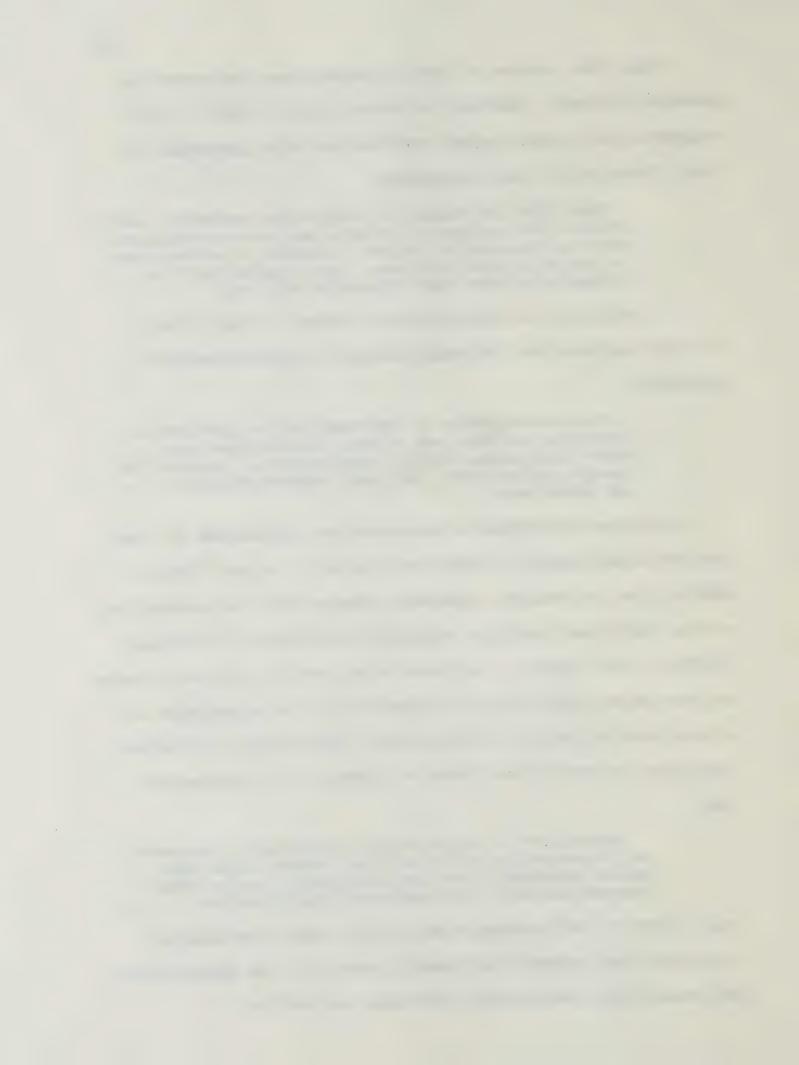
In addition to psychological motives, Kopel (1963, P. 499) includes the following among the determinants of interest:

The determinants of interest may be posited as including culture and class, intelligence and other aptitudes, social expectations, personality (needs and values), physical characteristics and experience.

While an individual's interests are determined by the factors cited above, it would erroneous to regard them as static, for in reality, interests change with the maturation of the individual and his changing environment. As Skinner (1959, P. 341) states, "children's expressed interests change as they grow older and have opportunities to experience an ever-expanding range of activities." This theory is further supported by Jerisld and Tasch's (1949, P. 73) contention that

Regardless of opportunity, children's interests will naturally differ as they become older and abler physically and intellectually and as they become socially and emotionally more mature.

Bell (1970, P. 46) contends that it is these specialized interests that become the dynamic cores for the organization and search for new related knowledge and skills."



# Interest and Learning

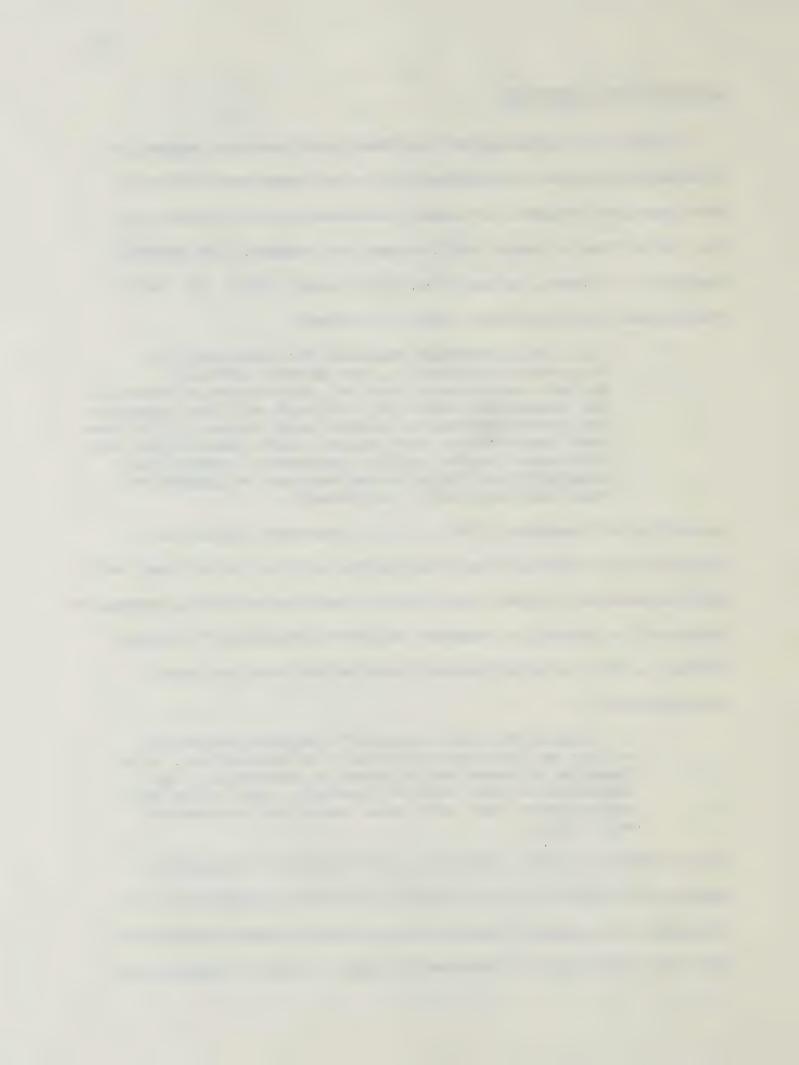
From the beginning of the twentieth century, appeal to interests has been recognized to be an important factor in the learning process. Evidence indicates that interest is the force that directs the learner and summons the energy required to learn. As early as 1913 Dewey (1913, pp. 8-9) recognized its importance when he stated:

It is altogether possible for the child to be present physically, yet absent mentally. We have compulsory physical attendance at school; but education comes only through willing attention and participation in school activities. It follows that the teacher must select these activities with reference to the child's interests, powers and capabilities. In no other way can we guarantee that the child will be present.

According to Fransden (1947, P. 57) teachers should be cognizant of the fact that "among the motives which they rely upon to arouse, sustain and direct learning activity, appeal to interest is generally regarded as very effective." Skinner (1951, P. 421) also expressed this belief when he urged educators to:

...begin with the learner's native interests so far as they can definitely be determined, or at least with those he is known to possess at the beginning of any unit of learning, and offer him experiences that have some immediate connection with them.

In the words of Bell (1970, P. 49) "the effort that the student is willing to put forth is directly related to his interest. In summary fashion, the views of many educationalists are contained in Skinner's (1951, P. 442) theory that

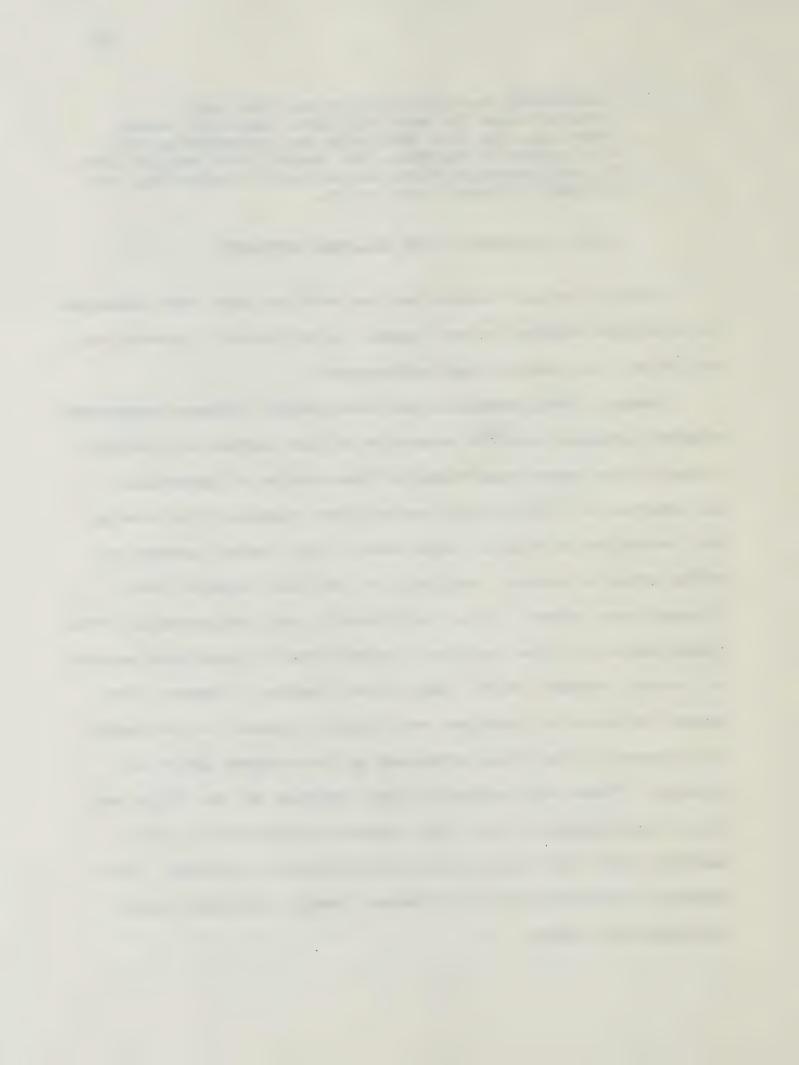


No matter how limited they may be, pupil interests are the most efficient basis of school learning, for they determine the selectivity of the learner's response, his rapidity of acquisition, his satisfaction with the content or activity, his fullness of recall and so on.

### III. A REVIEW OF THE RELATED RESEARCH

During the past decade various studies have been conducted to determine whether or not appeal to expressed interests had any effect on learning and achievement.

Cowger (1968) examined the relationship between expressed student interest and the retention of the content of instructional films under conditions of free choice of materials. An interval of thirty days was utilized between film viewing and retention testing of experimental and control groups of ninth grade students. Analysis of the data revealed that students who viewed a film individually and independently from classroom activities retained a significantly important amount of factual content thirty days after viewing. However, the amount of material retained was clearly related to the amount of interest in the film expressed by the student prior to Those who indicated high interest in the title and brief description of the film retained significantly more material than did the low interest and control groups. Conversely, students with low interest levels performed poorly on retention tests.



In a study conducted by Marshall (1969, P. 133) 160
Caucasean kindergarten children, divided into two groups on the basis of educational environment aspects of social class, learned an interesting and uninteresting game under one of five reinforcement conditions: knowledge of results, immediate verbal, delay verbal, or a combination of immediate verbal and delay verbal. Task interest as well as the informativeness and delay of reinforcement emerged as important factors. Low educational environment children learned high interest tasks as quickly as high educational environment children and more quickly than they learned the low interest tasks.

In an informal experiment conducted by Gardner (1970, pp. 795-6), the investigator attempted to motivate his students by asking them to suggest subjects of conversation meaningful and interesting to themselves. The results indicate that if

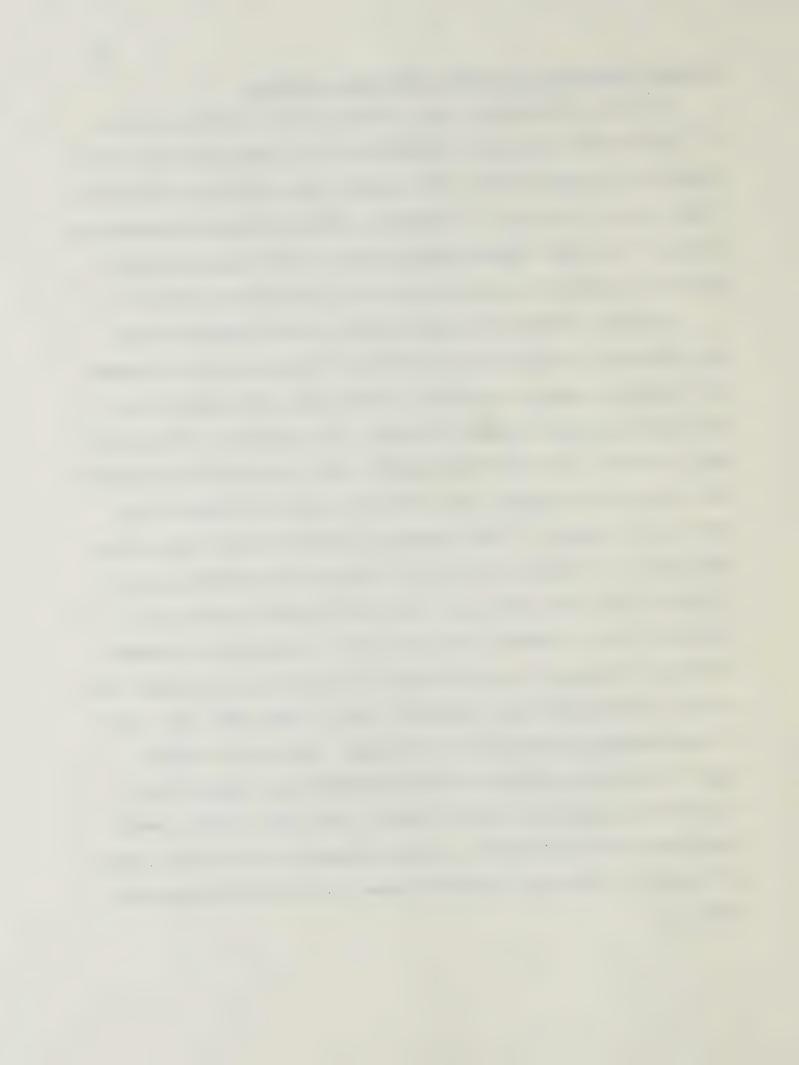
the subject is of high interest value to the students, they will have a positive set for the discussion to follow. This is not necessarily true in regards to a subject the instructor may choose from a textbook. If the context of discussion were of low interest to the students...the students would be less motivated, less prepared and less willing to participate voluntarily and actively in conversation.



# Related Research in Second Language Learning

Larsen, Wittenborn, and Giescke (1942) studied a group of twenty-seven high and twenty-seven low achievers in second semester college German. Both groups were equated on intelligence, and on the basis of personal interview and questionnaire, it was found that significantly more of the high achievers showed an interest in German and had a desire to master it.

Politzer (1953-54) administered a questionnaire which was designed to yield data on student motivation and interest in beginning language courses to 455 first and second year college French and Spanish students. The question which dealt most directly with motivation asked why the student had chosen his particular language for study. The choices were: a) no particular reason, b) the language happened to be more easily available in secondary school of the college schedule, c) it is easier than any other, d) it is more likely to be of specific use, e) reason for choice was a particular interest in French (Hispanic) civilization or literature or people. The author hypothesized that answers d and e indicated some sort of motivation in terms of the student. The results showed that fifty-three percent of the students who received an A in previous language courses chose d for their answer, while twenty-two percent chose e. Among students who received grades of D and E, forty-nine percent chose d but only four percent chose e.

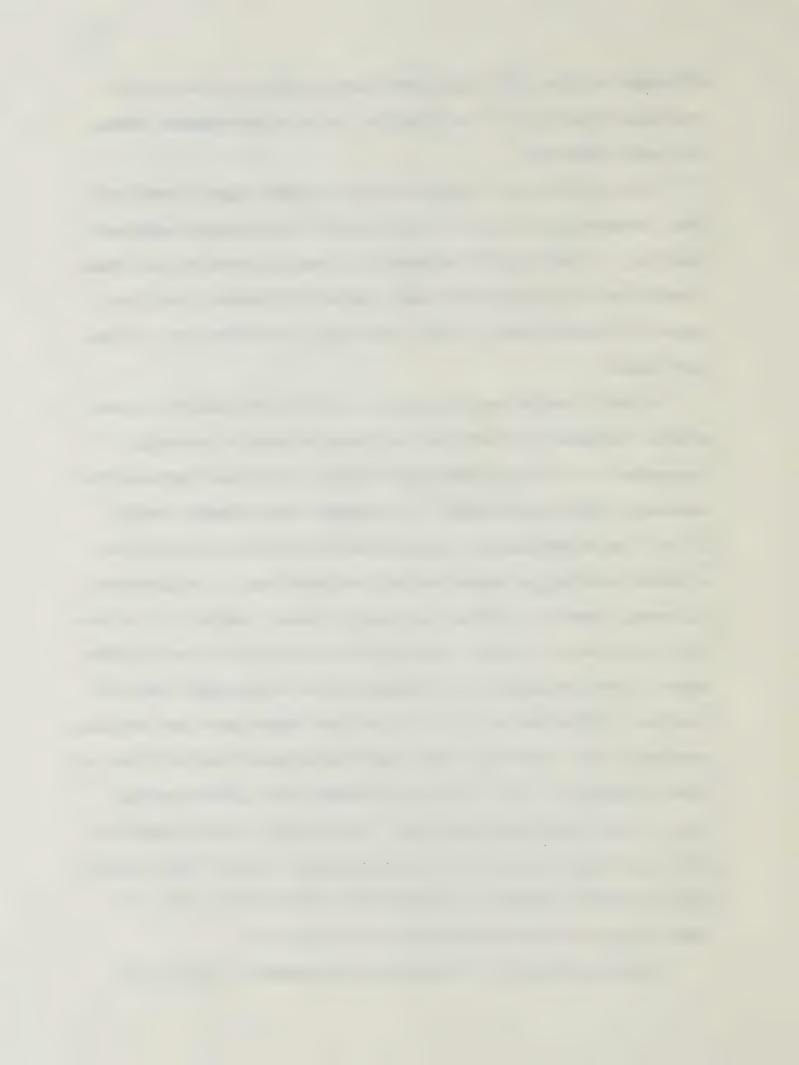


Although statistical tests were not performed, the author concludes that lack of motivation is more pronounced among the weak students.

In a more recent study Politzer (1960) again provides data concerning the role of motivation in foreign language learning. Studying 396 students at one university, he found a positive correlation between grades in French I and the number of hours spent in the language laboratory on a voluntary basis.

A study conducted by Dunkel (1948) attempted to induce greater intensity of motivation among students learning languages by offering monetary bonuses to certain groups for unusually high achievement on language achievement tests. All of his experimental subjects were students in a course in which serving as experimental subjects was a requirement; all were, however, paid at an hourly rate. Members of a certain group were offered additional money should they achieve above a certain score on a grammar or a vocabulary test in Persian. While certain details of the experiment are unclear, apparently the learning tasks were undertaken for only two or three sessions. The differences among the various groups were in the expected direction: the special bonus-incentive group had mean scores which were somewhat higher than the non bonus-incentive groups, although the differences were not large enough to be statistically significant.

The investigation of Gardner and Lambert (1959) were



based on the hypothesis that achievement in the learning of a second language is dependent upon the same type of motivation that was necessary in order to learn the native language. namely, the desire to become a member of a cultural group. Using a variety of measures, they studied seventy-five Englishspeaking eleventh grade students in Montreal, forty-three boys and thirty-two girls; students had, on the average, seven years of formal training in French. The correlations found between instructors' ratings of oral and aural skills and some of the other measures were: intensity of motivation, .40; attitudes towards French-Canadians, .10; ""orientation index" .34. The "orientation index" was designed to differentiate students who were studying the language in order to learn more about the cultural group from those students who held a more utilitarian purpose in their language study. The results indicated that the former group, those interested in the cultural group, were superior in achievement. The authors concluded, by means of a factor analysis of the scores, that "there are two main factors in achievement in second language learning: 1) verbal intelligence and 2) motivation of a particular type, characterized by a willingness to be like valued members of the language community."

Gardner's 1960 study confirmed and extended these findings. Using a larger sample of English-Canadians and incorporating various measures of French achievement, the same two independent factors were revealed, and again both



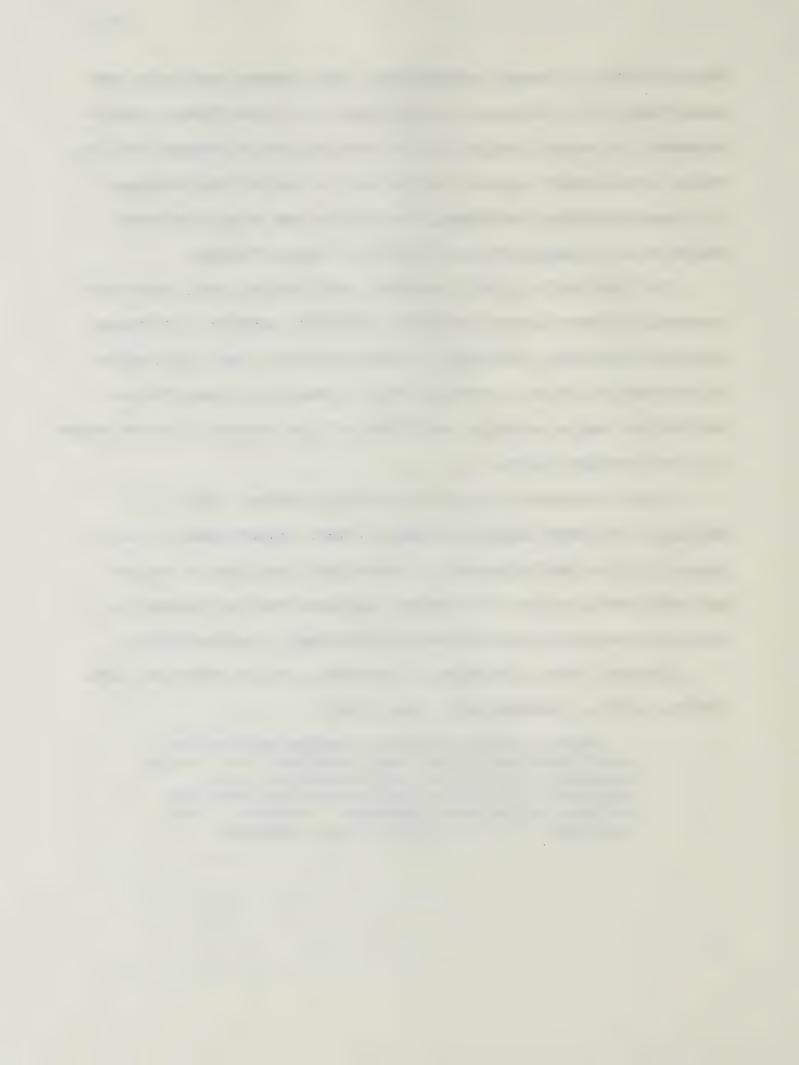
were related to French achievement. But whereas aptitude and achievement were especially important for those French skills stressed in school training, the acquisition of French skills, whose development depends on the active use of the language in communicational settings, was determined solely by measures of an integrative motivation to learn French.

In Pimsleur's (1964) research, motivation, attitudes and personality were investigated as possible factors in foreign language learning. Although it was concluded that the factor of motivation is an important one, it was not clear whether motivation was a cause or an effect of the student's experiences in the language class.

In an informal survey conducted gy Gordon (1969) six bilingual college language teachers were interviewed in depth. Among all the participants, it was clear that their lengthy and successful study of foreign languages was influenced in important ways by deep-rooted motivational cinsiderations.

Through these findings, it becomes, in the words of Howe (1969, P. 29), increasingly clear that:

there is ample evidence showing motivational considerations to be very important for foreign language acquisition, and therefore it is essential to insure that everything possible is done to increase students interest in and enjoyment of the language being learned.



# IV. QUESTIONS DIRECTED TO THE STUDY

In an attempt to meet Howe's challenge, the following questions have been raised and directed to the study:

- 1. In what topics have junior high school students enrolled in French courses expressed interest in learning to discuss and read about in French?
- 2. Which of the topics in which students indicate interest are included in both <u>Voix et Images de France</u> and <u>Ecouter et Parler?</u>
- 3. What insights, opinions and comments do junior high school students who are taking French express in regard to the present programs used in Alberta?
- 4. Why are junior high school students including French in their programs?

#### V. STATEMENT OF HYPOTHESES

The following null hypotheses, addressed to answering Question 1 was tested at the p. 0.01 level in this study.

#### HYPOTHESIS I

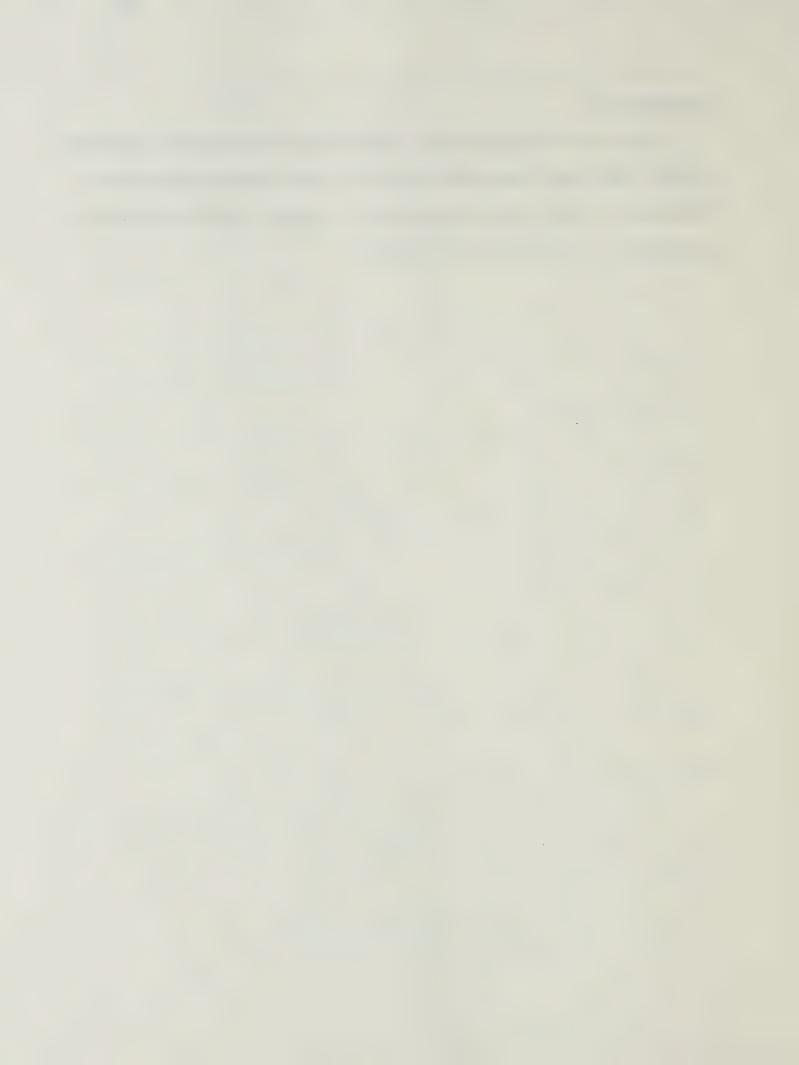
There are no significant differences between the responses of the following groups of students when asked to express their preferences of topics to be studied in French.

- A. Grade 7 boys and girls
- B. Grade 8 boys and girls
- C. Grade 9 boys and girls



# HYPOTHESIS II

There are no significant differences between the responses of the total male population and the total female population involved in this study when asked to express their preference of topics to be studied in French.



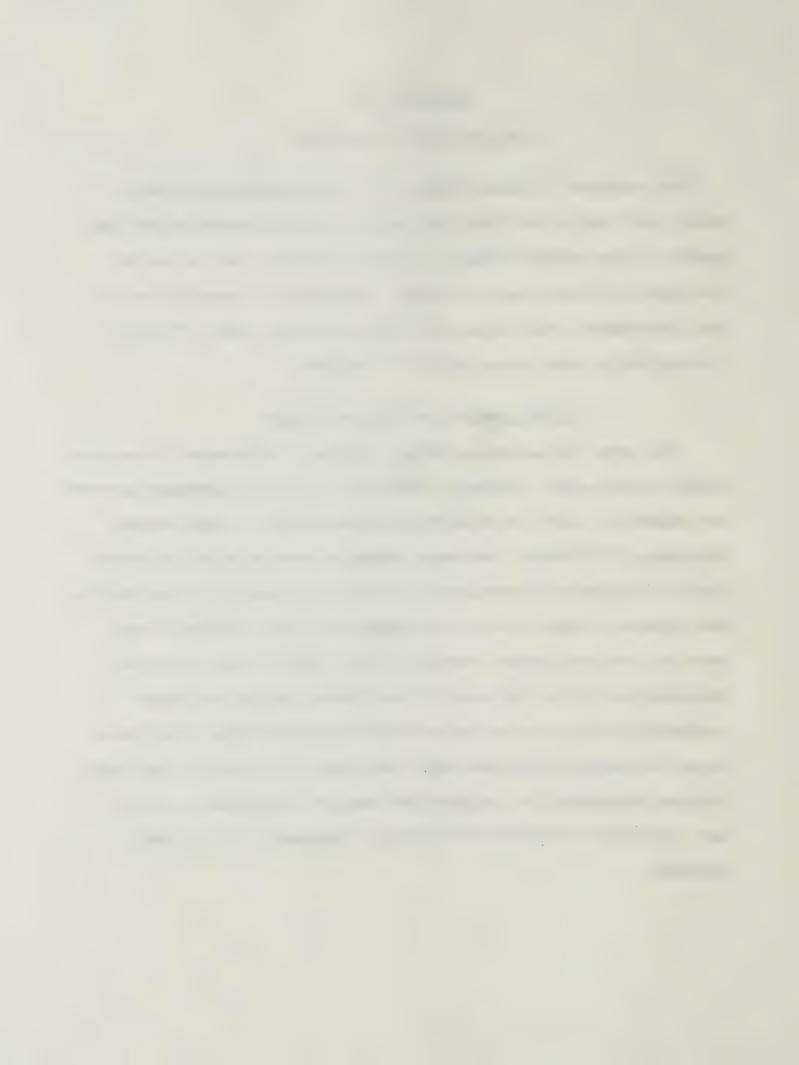
### CHAPTER III

# The Design of the Study

The comments by Howe (1969) and his collaborators which have just been cited lead naturally into a discussion of the goals of the present study. In this chapter, the design of the study is described in detail including a description of the instrument, the nature of the population, and, finally, the gathering and description of the data.

# I. DEVELOPMENT OF THE INSTRUMENT

In order to ascertain which topics of expressed interests junior high school students enrolled in French language courses are eager to learn to discuss and read about in the target language, 667 French language students were visited in those junior high schools assigned to the investigator by the Public and Separate School Boards of Edmonton. These students who made up the preliminary sample of the study, were given an explanation of the purpose of the investigation and were requested to list on an index card ten topics that they were eager to learn to discuss and read about in French. They were further requested to include the name of the school, their age, sex and the name of the French program used in their classes.

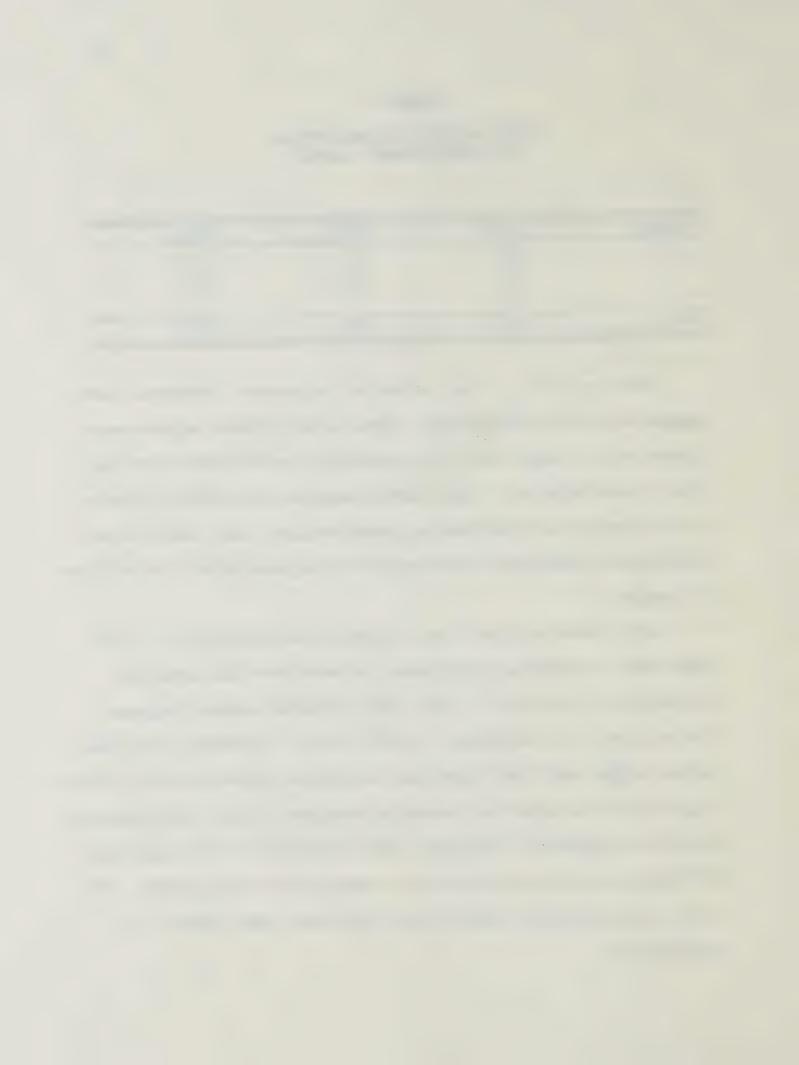


GRADE AND SEX DISTRIBUTION OF PRELIMINARY SAMPLE

BOYS	GIRLS	TOTAL
117	129	246
105	111	216
82	123	205
304	363	667
	117 105 82	117 129 105 111 82 123

While a total of 112 topics of expressed interests were suggested by the preliminary sample, only those topics mentioned by at least 4% of the population were chosen for the final questionnaire. This percentage was arbitrarily chosen in an attempt to construct a questionnaire that could be administered during one class period of approximately 40 minutes in length.

As a check on the format of this questionnaire, it was submitted to several professors, supervisors and graduate students all involved in and familiar with second language instruction. In addition, a pilot study involving one grade seven, eight and nine class was conducted in an Edmonton junior high school in order to determine whether or not the students would be capable of following the instructions with ease and of completing the questionnaire during the class period. The final questionnaire containing fifty-two items appears in Appendix A.

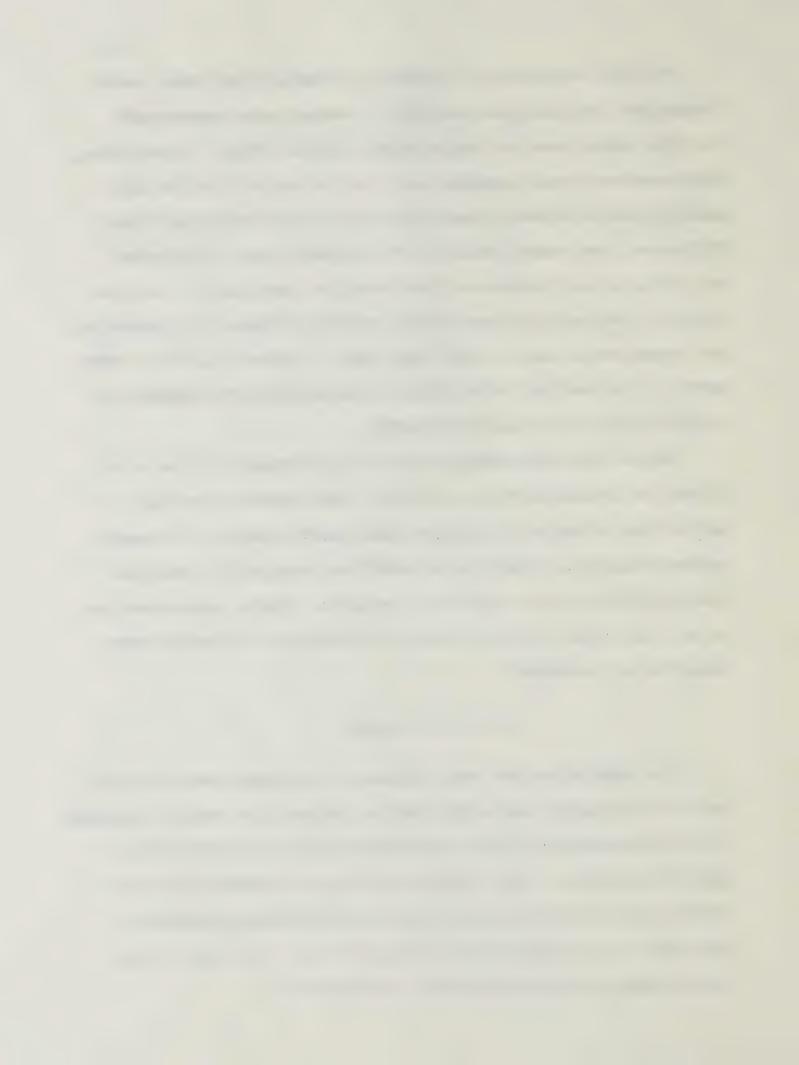


For the recording of answers, a simple four point scale format was decided upon because it seemed more appropriate for the grade level of the students in the study. In addition, this response scale adapted well to the use of the IBM 1230 machine scored answer sheets which were used with the final fifty-two item questionnaire. The students were instructed to indicate how interested they were in learning how to discuss and read about a particular topic in French by blackening the space under one of four headings: 1 indicating VERY INTERESTED, 2 indicating INTERESTED, 3 indicating NOT INTERESTED, 4 indicating NOT AT ALL INTERESTED.

While the administration of the instrument in the pilot situation indicated that a regular class period provided ample time in which to complete the questionnaire, it became evident that the investigator would be required to read the instructions to the students in order to insure comprehension by all. By using this approach, no revisions in format were found to be necessary.

#### II. THE POPULATION

The population for both phases of the study was selected from four Separate and eight Public junior high schools assigned to the investigator by the respective School Boards of the city of Edmonton. Since these schools are scattered throughout the city, it is assumed that the population involved in the study is a representative sample of all the junior high school French language students in Edmonton.



The classes used in the study were heterogeneous in composition, and used either the <u>Voix et Images de France</u> program or the <u>Ecouter et Parler</u> series depending upon the <u>School Board involved</u>. The mean ages of the students enrolled in these grade seven, eight and nine classes were twelve, thirteen and fourteen years respectively.

# III. GATHERING OF THE DATA

The questionnaire was administered to 1,078 grade seven, eight and nine students currently enrolled in French courses in the city of Edmonton. From this total, twenty questionnaires which were incorrectly completed were eliminated from the study. In many cases the teachers assisted the investigator with the distribution and collection of the questionnaires and answer sheets.

Since the Edmonton School Boards restricted the study to twelve junior high schools, a random selection of the entire junior high school population studying French was not possible. From among the total number of classes available, the investigator chose as many as possible in order to ensure a sufficiently large population. Those students who participated in the initial phase of the project were not included in the final study. The number of classes and students who participated in the final phase of the study is contained in Table II.

<sup>2.</sup> Edmonton Public School students use Voix et Images de France while those attending the Separate Schools use Ecouter et Parler.



TABLE II

GRADE AND SEX DISTRIBUTION

OF TOTAL POPULATION

GRADE	NO. OF CLASSES	BOYS	GIRLS	TOTAL
7	11	164	191	355
8	13	168	200	368
9	16	151	184	335
TOTALS	40	483	575	1,058

After a brief explanation of the purpose of the questionnaire, the students were each handed the questionnaire and answer sheets. The investigator read the instructions aloud and paused to permit the students to answer questions in regard to the demographic information and to fill in the above information which included: school, grade, age, sex, date of next birthday and reasons for taking French. Upon the completion of the first page, the investigator read the second set of instructions and answered any questions pertaining to the manner in which the answer sheet should be marked. When every student indicated an understanding of the directions, the classes were informed that they had the remainder of the period in which to complete the questionnaire. They were further encouraged to write in any other topics which they felt should have been included and any additional comments or suggestions at the end of the questionnaire.



## IV. TREATMENT OF THE DATA

When all the necessary information had been transferred to the answer sheets, they were processed by the optical scorer. The comments and suggestions were recorded and those which covered the same area were clustered in order to present a more global picture of the response patterns.

Since the design of the study was conducive to non-parametrical statistical treatment, the NON 9 computer program was used in the analysis of the data. The program yields Chi-Square  $(X^2)$  which is used to detect any discrepancy between the observed frequencies and the theoretical frequencies that might be expected. The Chi-Square test is described fully by Siegel (1956).

The analysis is divided into five parts: (1) an analysis of the topics as they appear in the questionnaire according to the grade and sex of the subjects, (2) an analysis of the responses of the total population according to the sex of the subjects, (3) a lexical analysis of the French programs currently used in Edmonton, Voix et Images de France and Ecouter et Parler, in terms of the expressed interests of topics desired to be studied in French by the junior high school population included in this study, (4) an analysis of the reasons why these students are taking French, and (5) an analysis of their comments and suggestions concerning the programs currently used and the way French is presently taught.



#### CHAPTER IV

### RESULTS AND DISCUSSION

The results of the study are presented and discussed in the five sections of this chapter in the following order: (1) an analysis of the topics as they appear in the question-naire according to the grade and sex of the subjects, (2) an analysis of the responses of the total population according to the sex of the subjects, (3) an analysis of the French program currectly used in Edmonton, Voix et Images de France and Ecouter et Parler, in terms of the expressed interest of topics desired to be studied in French by the junior high school population included in this study, (4) an analysis of the reasons why these students are taking French, and (5) an analysis of their comments and suggestions concerning the programs currently used and the way French is presently taught.

For the interpretation of the tables, the following guideline is given: the Chi-Square test is considered significant at the p<.01 level.

# I. STATISTICAL ANALYSIS OF THE TOPICS

The results of the testing instrument were tabulated into categories by the ranked order of expressed interests of topics which junior high school students would like to study in French.



This information is tabulated according to sex and grade and is visually depicted in tables 3 through 6. An asterisk marks those topics which showed a significant difference at the .01 level by Chi-Square analysis of the data.

TABLE III

RANK ORDERED COMPARISON BY SEX OF EXPRESSED INTERESTS OF TOPICS IN TERMS OF FREQUENCY OF GRADE 7 STUDENTS

BOYS N=169	No.	%	GIRLS N=193	NO*	%
1. *Football 2. *Skidooing 3. *Sportscar Racing 4. Swimming 5. *Hockey     *Basketball 6. Animals 7. *Motorbikes 8. *Cars     *Baseball 9. Games	140 130 129 128 128 127 124 123 123	85.2 82.8 76.9 76.3 75.7 75.7 75.1 72.8 72.8 71.0	<pre>1. Horseback Riding 2. *Vacationing    Fashions 3. *Cooking    Swimming    Parties 4. Animals    *Travel 5. *Drama 6. Art 7. *Arts and Crafts</pre>	165 165 162 162 159 159 156 154	87.0 85.5 85.5 83.9 83.9 82.4 82.4 81.8 80.7 78.2
Nature and Wildlife 11.*Vacationing 12.*Travel 13.*Soccer Skiing 14.*Airplanes 15.*Space Vehicles 16.*Boys and Girls *Arts and Crafts 17. Skating 18.*Science 19.*Fishing	119 117 114 111 109 108 107 107 106 105	70.3 70.3 69.2 67.5 65.7 64.5 63.3 62.7 62.1 61.5	8. Foods 9. Games     *Sewing 10.*Dating 11.*Boys and Girls     *Dancing 12. Nature and Wildlife     Skiing 13.*Family Life     Skating 14. Youth 15.*Skidooing 16.*Other People	149 148 147 143 138 135 134	77.7 77.2 77.2 76.6 76.1 74.1 71.5 71.5 69.8 66.8
20.*Foods 21. Volleyball 22.*Art 23. Boating 24. Other Countries	101 100 98	60.4 59.8 59.2 57.9 57.4	17.*Music 18. Drugs 19. Places of Interest in France 20. France	<ul><li>126</li><li>124</li></ul>	66.3 65.2 64.1 63.0

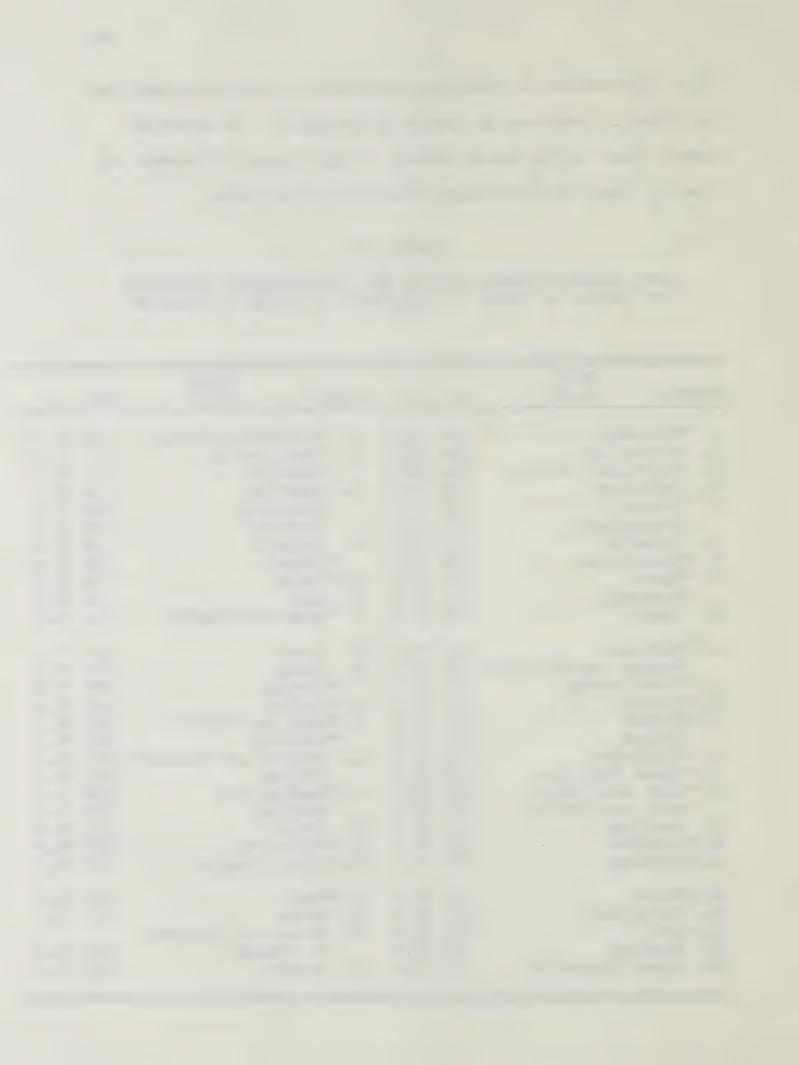
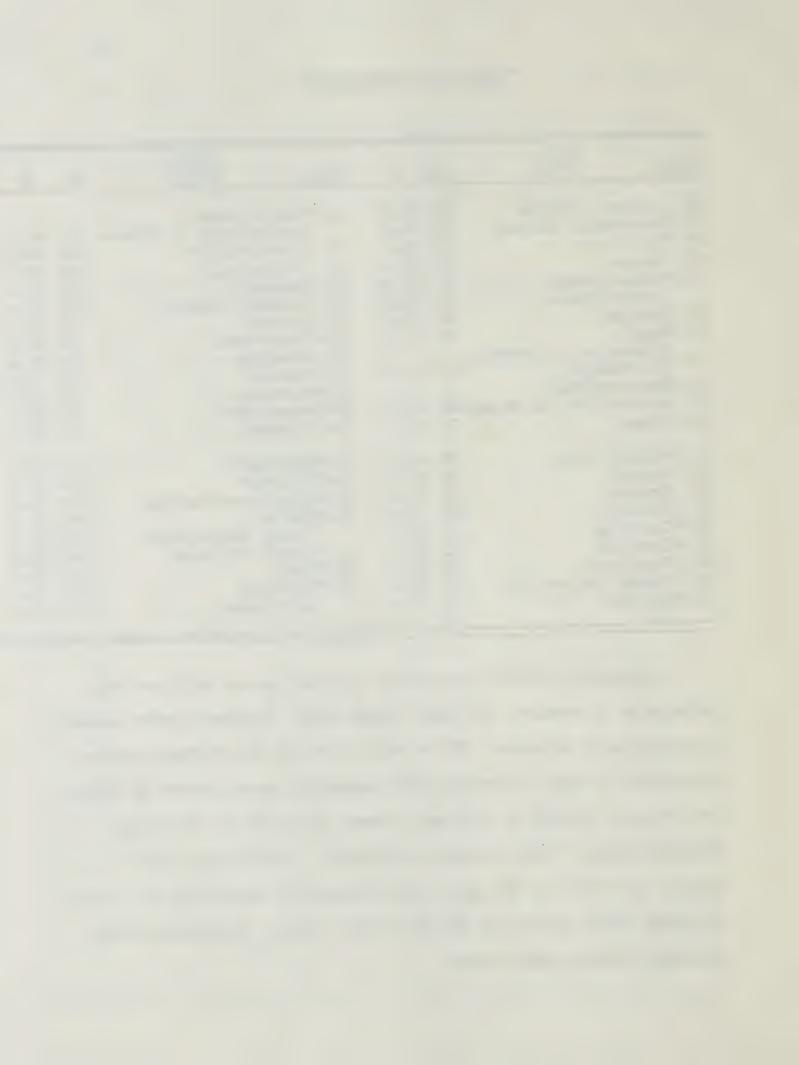


TABLE III -- Continued

	YS 169 NO	0. %	TOPIC	GIRLS N=193	No.	%
25. Current Ev 26.*Horseback 27.*Parties 28. Drugs 29.*Other Peop Other Citi 30.*Dating 31.*Music Places of in France 32.*Recreation Activities 33.*Drama	Riding 999999999999999999999999999999999999	6 56.8 5 56.2 3 55.0 2 54.4 1 53.8 9 52.7 7 51.5 7 51.5	21.*Recrat Activi 22. Other 23. Volley 24.*Baseba 25. Curren 26. School 27.*Basket 28. Boatin 29.*Soccer 30.*Fishin 31*Motorbi 32. Histor	ties in France cities ball ll t Events ball g	113 104 103 102 98 92 90 84 76 66	62.0 58.5 53.4 553.7 46.5 43.4 43.4 30.5
34.*Family Lif 35. School 36. France 37. History 38.*Dancing 39.*Cooking 40.*Fashions 41. Stamp Coll 42.*Sewing	71 68 64 55 51 49 ecting 47	8 46.2 1 41.7 8 40.2 4 37.9 5 32.5 1 30.2 9 29.0 7 27.8 2 6.6	36.*Hockey	e car Racing Collecting Vehicles	50 47 44 43 33 31	29.5 25.5 24.4 22.8 22.8 22.3 17.0 16.1 16.1

Although the boys and girls in grade seven held certain interests in common, in other areas their interests were almost diametrically opposed. While only five of the fifteen topics mentioned by boys as being most appealing were chosen by girls, the results reveal a high and common interest in Swimming, Animals, Games, Vacationing and Travel. Conversely, five topics selected by the girls as being most appealing were considered least appealing by the boys, namely, Fashions, Drama, Cooking, Sewing and Dating.



Among the thirty-nine topics in which at least one half of the males expressed an interest, fifteen of these were sports, while only five out of the thirty five topics in which at least 50% of the female population indicated an interest were concerned with athletics. The degree of expressed interest in Swimming, Skiing and Skating was relatively close for both segments of the grade seven population.

Although less than 50% of the grade seven males indicated a desire to learn how to discuss and read about various aspects of France, a significantly higher segment of the female population indicated interest in these topics as well as in Other Countries, Other Cities and Other People. From these results it would appear that the interests of the grade seven boys are contained within the boundaries of their own environment, while those of the grade seven girls extend to areas removed from their immediate surroundings.



TABLE IV

RANK ORDERED COMPARISON BY SEX OF EXPRESSED INTERESTS
OF TOPICS IN TERMS OF FREQUENCY OF GRADE 8 STUDENTS

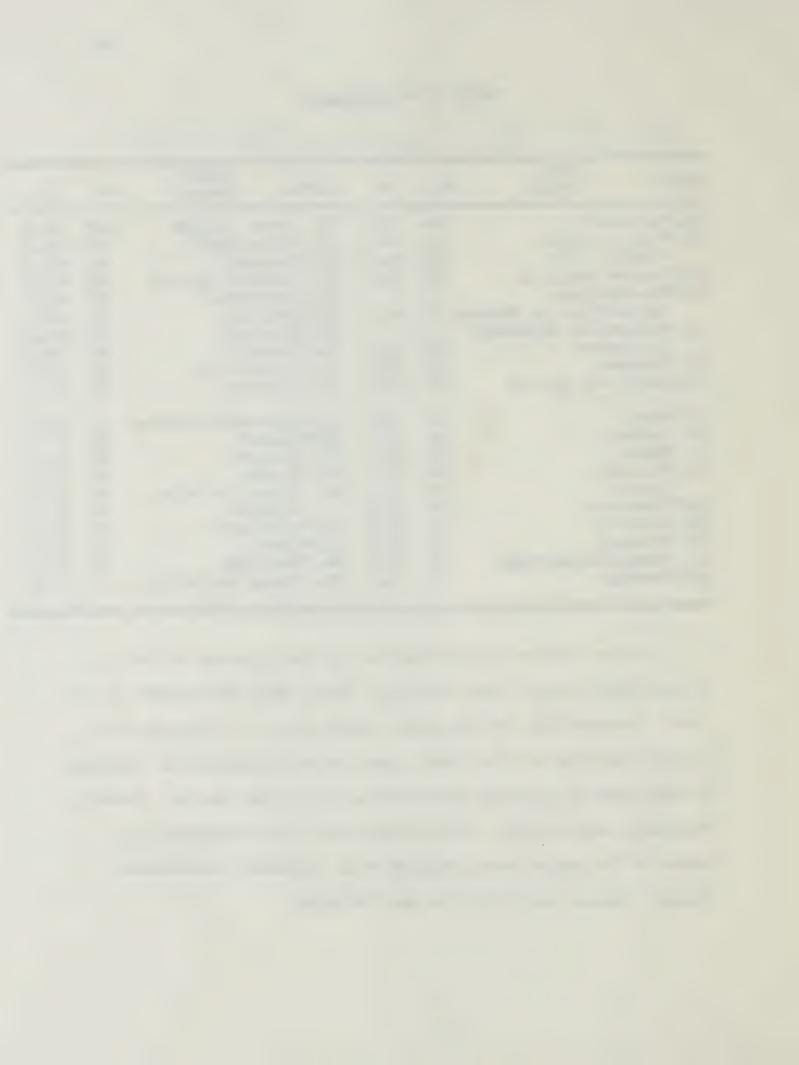
BOYS N=163	NO.	%	GIRLS TOPIC N=201	NO.	%
1. *Football 2. *Motorbikes     Skidooing 3. Nature and Wildlife 4. *Sportscar Racing 5. Animals 6. *Cars 7. Vacationing 8. *Hockey 9. Swimming 10.*Basketball 11.*Hunting	116 115 114 113 112 109 108 106 105	65.0	1. Fashions 2. Parties 3. Cooking 4. Dating 5. *Horseback Riding 6. *Travel 7. Animals 8. *Foods 9. Vacationing 10.*Skiing 11. Sewing *Games	170 159 158 156 154 153 151 149 146	92.0 84.6 79.1 78.6 76.6 76.6 75.1 74.6 72.6
12.*Travel 13.*Baseball 14.*Skiing Boys and Girls 15.*Fishing 16. Parties *Games 17. Dating 18.*Youth *Boating *Airplanes 19.*Horseback Riding	101 98 98 97 96 95 94 94	63.2 62.0 60.1 59.5 58.9 58.9 57.7 57.7	12.*Youth Dancing 13. Swimming 14. Nature and Wildlife Boys and Girls 15.*Other Countries Art 16. Arts and Crafts 17. Music 18. Skidooing 19. Other People 20.*Skating	145 144 142 142 141 141 140 138 137 135	72.1 72.1 71.6 70.5 70.1 70.1 69.7 68.6 68.2 67.1 64.1
20. Volleyball 21.*Other Countries 22. Other Cities 23.*Soccer Current Events 24. Drugs *Foods 25.*Skating	86 84 83 83 81 81	51.5 50.9 50.9 49.7 49.7	21. Drugs 22. Places of Interest in France 23. Drama 24. France 25. Recreational Activities in France 26. Family Life	125 122 120	63.6 62.1 60.7 59.7 58.2 57.2



TABLE IV--Continued

TOPIC N=163	NO.	70	TOPIC N=201	No.	%
26.*Science 27.*Other People Family Life 28.*Space Vehicles 29.*Recreational Activities in France 30.*Places of Interest in France 31.*France 32.*Arts and Crafts	74 73 73 70 67 66 65 61	45.4 44.8 44.8 42.9 41.1 40.5 39.9 37.4		109 99 95 88 86 83 82 80 72 64	54.2 49.3 47.2 43.3 42.7 41.2 40.8 39.8 35.8 31.8
33.*Art 34. School     *Music 35.*Cooking     *Drama 36.*Fashions 30. Dancing 38. History 39. Stamp Collecting 40.*Sewing	60 59 59 49 46 43 38 31	36.8 36.2 36.2 30.1 30.1 28.2 26.4 23.3 22.1	37.*Sportscar Racing 38.*Soccer 39. History 40.*Hockey 41. Space Vehicles Science 42.*Airplanes 43.*Cars 44.*Hunting 45. Stamp Collecting	57 56 48 44 44 43 41 32	28.3 27.9 23.8 22.9 21.8 21.1 20.7 16.9 15.9

Of the fifteen items selected by the greater majority of the grade eight boys, eight of these were considered to be least interesting by the grade eight girls. Although only a minor portion of the female population indicated an interest in such topics as Cars, Motorbikes, Sportscar Racing, Hockey, Football, and Hunting, their responses did correspond to those of the males when dealing with Animals, Vacationing, Travel, Nature and Wildlife and Swimming.



While fourteen of the thirty-one topics in which at least one half of the male population indicated an interest were related to sports, only five of the thirty-one topics in which at least one half of the female population indicated an interest were concerned with athletics. Social activities such as Dancing, Dating and Parties, as well as those topics related to Home Economics proved to be very popular among the girls. All of these topics, however, were selected by less than 60% of the male population, and in some cases, by less than 30% of the male population. The findings also reveal an apparent lack of interest in France and various aspects of that country, as well as in Other Cities and Other People among the boys. While the total number of females who indicated an interest in these topics is not exceedingly high, it does reveal that more than one half of the female population is interested in learning how to discuss and read about these topics in French.

When compared with the male population, the results indicate that, in general, the grade eight girls are interested in learning how to discuss and read about a wider variety of topics in French than are the boys.



TABLE V

RANK ORDERED COMPARISON BY SEX OF EXPRESSED INTERESTS OF TOPICS IN TERMS OF FREQUENCY FOR GRADE 9 STUDENTS

BOYS TOPIC N=135	NO. %	GIRLS N=196	No. %
1. *Cars 2. *Sportscar Racing 3. *Football 4. *Motorbikes 5. Skidooing 6. *Travel 7. *Swimming 8. *Vacationing     *Parties     *Animals     Boating 9. *Hockey	114 84.4 108 80.0 106 78.5 105 77.8 96 71.1 95 70.4 93 68.9 90 66.7 90 66.7 90 66.7 90 66.7 90 66.7	1. *Travel 2. Fashions     *Vacationing 3. *Youth 4. Animals     *Horseback Riding 5. *Swimming 6. *Skiing 7. *Foods 8. *Dating 9. *Parties 10. Cooking	177 90.3 174 88.8 174 88.8 169 87.6 166 84.7 163 83.2 160 81.6 159 81.1 158 80.6 157 80.1 156 79.6
10. Nature and Wildlife  *Fishing  11.*Dating Games  12.*Skiing  13. Other Countries  14.*Airplanes Basketball *Science  15.*Hunting  16.*Boys and Girls	88 65.1 88 65.1 87 64.4 87 64.4 86 63.7 84 62.2 83 61.4 83 61.4 82 60.7 81 60.0	11.*Boys and Girls 12.*Other People Skidooing 13. Other Countries Nature and Wildlife 14. Places of Interest in France 15. Music 16.*Drugs Games 17. Arts and Crafts	152 77.9 149 76.0 149 76.0 146 74.5 146 74.5 147 71.9 140 71.8 140 71.8 138 70.4
17.*Space Vehicles 18.*Other People 19.*Foods 20.*Drugs 21.*Youth 22. Other Cities 23.*Horseback Riding 24.*Recreational Activities in France	79 59.0 78 57.8 77 57.0 76 56.3 75 55.5 74 54.8 72 53.3	18. France Art 19. Family Life 20.*Recreational Activities in France 21. Drama 22. Dancing 23. Skating	137 69.9 138 70.4 135 68.7 132 67.3 130 66.3 129 65.8 128 65.3



TABLE V--Continued

BOYS				GIRLS		
TOPIC N=135	NO.	%	TOPIC		NO.	%
25.*Skating Baseball Current Events 26.*Places of Interes in France Soccer 27.*Volleyball 28.*Music 29.*Family Life 30.*France	69 69 st 66 66 65 64 61	51.1 51.1 51.1 48.9 48.9 48.1 47.4 45.1 41.5	Sewin 25. Other 26. Baske 27. Boati 28.*Footh 29. Baseh 30.*Motor 31. Curre	of Cities etball ing oall chikes ent Events	127 124 107 106 105 100 90	64.8 64.8 63.3 54.6 551.5 45.9 42.6
31.*Art School 32.*Arts and Crafts History 33.*Dancing 34.*Drama 35.*Cooking 36. Stamp Collecting 37.*Fashions 38.*Sewing	51 46 46 40 37 34 30 22	37.8 37.8 34.1 29.9 27.6 25.2 22.2 16.4 3.7	34. Socce 35.*Fishi 36.*Hocke 37.*Scien 38.*Cars 39.*Space 40. Histo 41.*Airpl 42.*Hunti	ng ey nce e Vehicles ery anes	74 70 67 66 63 60 59 55 35	39.5 37.8 35.7 34.2 33.7 32.1 30.6 30.4 28.1 17.9 15.3

The general tendency for the grade nine male population was to express high interest (75% or more) in learning how to discuss and read about only four out of the fifty topics in French. The responses of the grade nine female population, however, revealed that the girls were highly interested in fifteen of these topics.



Of the fifteen topics selected by the largest portion of the male population, the following five were considered to be least interesting by the girls: Sportscar Racing, Motorbikes, Fishing, Hockey and Cars. Conversely, Cooking and Fashions, which appear close to the top of the girls' preferences, were ranked as very low in interest appeal by the grade nine boys.

Among the thirty-four topics in which at least one half of the males indicated an interest, fourteen of these were sports while only ten out of the thirty-five topics in which at least 50% of the female population indicated an interest were concerned with athletics. Two of these sports which are most popular among the girls, namely, Horseback Riding and Skiing, hold less interest for the boys who seem to prefer Football, Skidooing and Swimming.

A difference in interests is again noted when one views the responses pertaining to Art, Music and Drama. Although these topics were appealing to not less than 66% of the female population, not more than 44% of the males indicated an interest in these areas. Another dissimilarity is noted when viewing the responses connected with Other Cities, Other People, Youth, Family Life, Boys and Girls and France. In all instances the grade nine males indicated less interest in learning how to discuss and read about these topics in French than did the grade nine females.



Although varying in degree, both segments of the grade nine population expressed mutual interest in Travel, Vacationing, Animals, Swimming and Dating. In general, however, the evidence indicates that the grade nine girls are interested in learning how to discuss and read about a wider variety of topics in French than are the boys.



TABLE VI

RANK ORDERED COMPARISON BY SEX OF EXPRESSED INTERESTS OF TOPICS IN TERMS OF FREQUENCY OF GRADE 7, 8 AND 9 STUDENTS

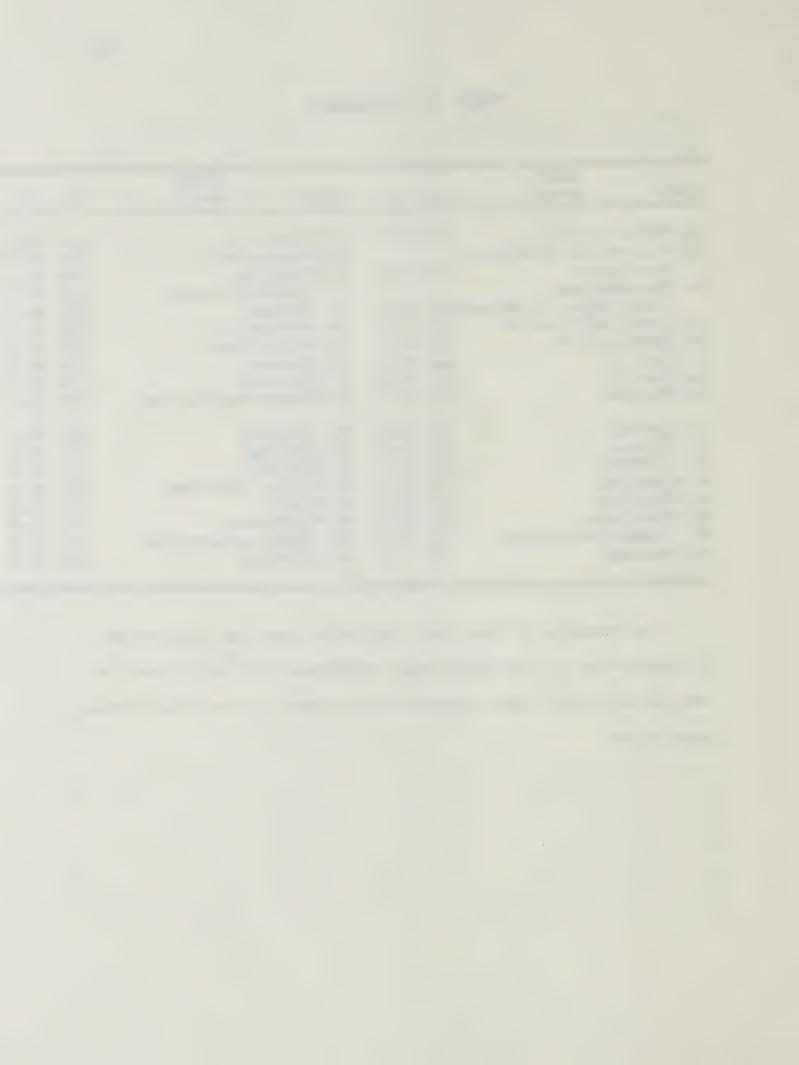
BOYS TOPIC N=468	NO. %	GIRLS TOPIC N=590	NO	<i>a</i>
1. *Football 2. Skidooing     *Sportscar Racing 3. *Cars 4. *Motorbikes 5. *Animals 6. *Swimming 7. *Hockey 8. Nature and Wildlife 9. *Basketball     *Vacationing 10.*Travel 11.*Hunting 12.*Games 13.*Skiing 14.*Baseball 15.*Fishing 16.*Airplanes     *Boys and Girls 17.*Boating 18.*Parties 19.*Youth 20.*Dating 21.*Other Countries	386 78.6 352 75.2 352 75.2 349 74.5 345 73.7 330 70.4 328 69.4 322 68.8 316 67.5 312 66.6 305 65.1 305 65.1 305 65.1 295 63.6 286 61.1 286 61.1 286 61.1 286 61.1 287 59.6 275 57.9 267 57.0	1. *Fashions 2. *Horseback Riding     *Travel 3. *Vacationing     *Parties 4. *Animals 5. *Cooking 6. *Swimming 7. *Dating 8. *Foods 9. *Skiing 10.*Youth 11.*Boys and Girls 12.*Games 13.*Art 14. Nature and Wildlife 15.*Arts and Crafts 16.*Sewing     *Other Countries 17.*Dancing 18.*Skidooing 19.*Other People 20.*Drama 21.*Music	499998794662915219221038 444444444444444444444444444444444444	88.8 83.0 83.0 82.8 81.0 87.6 77.6 76.1 77.7 73.2 71.5 71.3 71.0 69.9 68.9
22.*Science 23.*Soccer *Foods 24.*Horseback Riding 25.*Space Vehicles 26. Volleyball 27.*Skating 28. Other Cities *Drugs 29. Current Events	255 54.4 250 53.4 249 53.2 249 53.2	22.*Skating 23.*Drugs 24.*Places of Interest in France 25.*Family Life 26.*France 27.*Recreational Activities in France 28. Other Cities 29. Volleyball	394 392 388 379 369 346	66.9 66.7 66.4 65.7 64.2 62.5 58.6 55.9



TABLE VI--Continued

TOPIC N=4		%	TOPIC	GIRLS N=590	No.	%
30.*Other Peopl 31.*Places of I in France 32.*Recreationa Activities 33.*Arts and Cr 34.*Family Life 35.*Art 36.*Music 37.*France	nterest 219 l in France217 afts 214 212 211 210	51.7 46.7 46.3 45.7 45.2 45.0 44.8 40.3	30.*Baseba 31.*Basket 32.*Boatin Curren 33. School 34.*Footba 35.*Motorb 36.*Soccer 37.*Fishin 38.*Sports	ball g t Events ll ikes	285 279 279 261 244 228 214 210	50.5 48.3 47.2 47.2 44.3 38.6 36.2 35.5
38. School 39.*Drama 40. History 41.*Dancing 42.*Cooking 43.*Fashions 44. Stamp Colle 45.*Sewing	165 148 138 134 117 cting 113	38.6 35.2 31.6 29.4 28.6 25.0 24.1 5.9	39. Histor 40.*Scienc 41.*Hockey 42.*Space 43.*Cars 44.*Airpla 45. Stamp 46.*Huntin	Vehicles nes Collecting	160 157 147 137 129 106	28.1 27.1 26.6 24.9 23.2 21.8 17.9 16.9

The results of the study indicate that the difference in thirty-two of the total male responses is significant at the p<0.01 level when compared with those of the total female population.



of the thirty-five topics in which at least one half of the total male population indicated an interest, 42.8% of these were sports. In addition to athletics, Cars, Motorbikes, Nature and Wildlife, Animals, Vacationing and Travel were most appealing to the boys involved in this study. Only slightly more than one half of the male population expressed interest in learning how to discuss and read about various social activities such as Parties, and Dating in French. Further inspection of the results also reveals that the majority of the male subjects who participated in this investigation are not interested in learning how to discuss and read about France or various aspects of that country in French.

The total female population, however, not only expressed a greater interest in learning how to discuss and read about France in French, but also revealed a higher interest in a wider variety of topics than did the males.

Of the thirty-three topics in which at least one half of the total female population expressed interest, only seven of these were sports. Fashions, social activities such as Dating, Parties and Dancing, as well as recreational activities which include Vacationing, Travel and Games were all found to be selected by a large percentage of the girls.

To a lesser extent, Drama, Music and Art appealed to the females, but were ranked very low among the responses of the male population.



# 1.2. ANALYSIS OF THE TOPICS BY PERCENTAGES

The results of the testing instrument were tabulated by percentages and rank ordered in order to compare the responses of the total population by grade. These percentages are visually depicted in tables 7 through 9 inclusive.

TABLE VII

RANK ORDERED COMPARISON BY GRADE OF EXPRESSED INTERESTS
OF TOPICS IN TERMS OF FREQUENCY OF GRADE 7 AND 8 STUDENTS

TOPIC	GRADE 7 N=362	NO.	%	TOP	GRADE 8 IC N=364	No.	%
2. A 3. V 4. S 5. T 6. H 7. N 8. G	wimming nimals acationing kidooing ravel corseback Riding ature and Wildlife ames arts and Crafts arties	282 274 273 263 262 261	79.0 77.9 75.6 75.4 72.7 72.3 72.1	1. 2. 3. 4. 5. 7.	Animals Parties Vacationing Travel Nature and Wildlife Skidooing Dating Swimming Horseback Riding Skiing	266 259 257 257 253 253 250 248	69.5
S A S S 12. F 13. Y 14. D 15. D 16. O 17. B 18. B O	outh ating rama ther Countries aseball asketball ther People	254 1 254 1 254 2 252 2 241 2 235 2 236 2 220 8	20.2 70.2 69.6 66.5 66.4 964.1 62.4 60.8	9. 10. 11. 12. 13. 14. 15.	Games Boys and Girls Youth Foods Fashions Other Countries Drugs Other People Cooking Skating Art Arts and Crafts	240 239 232 231 227 209 208 208 204 201	66.5 65.6 65.8 65.4 57.1 55.2 55.5 55.2
19. Di 20. F	amily Life	218 6 216 9 215 9	59.6	19.	Football Music Baseball	197	54.9 54.1 53.8

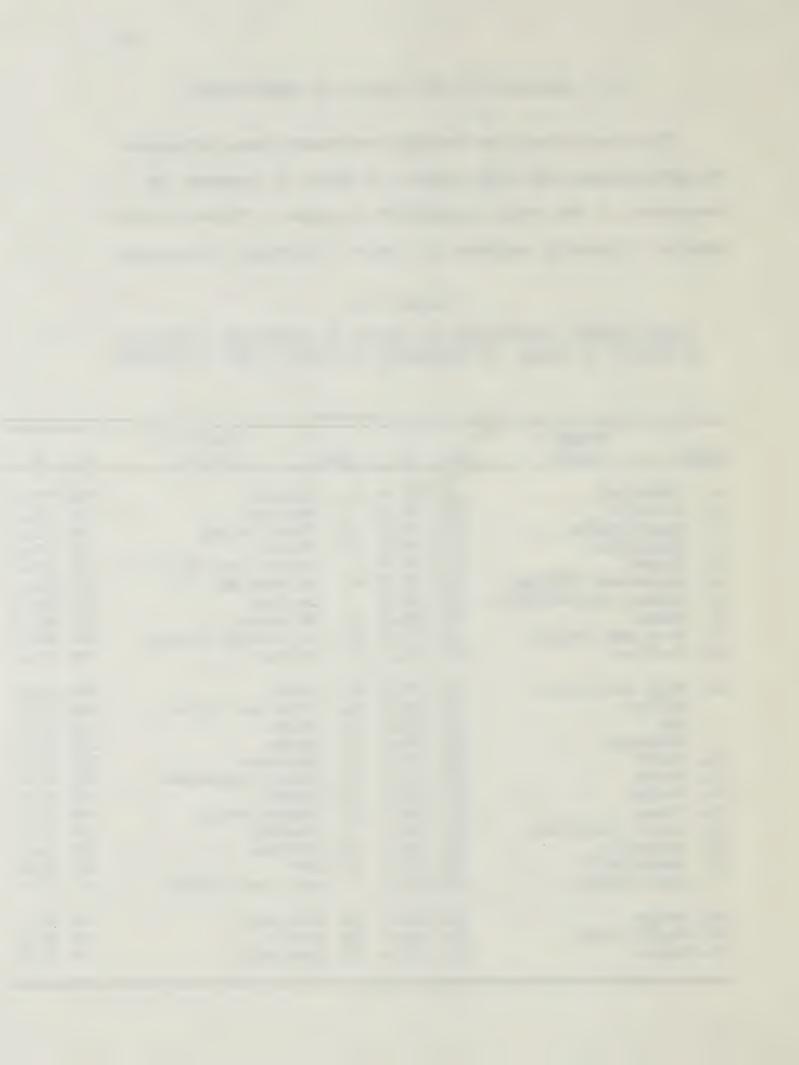
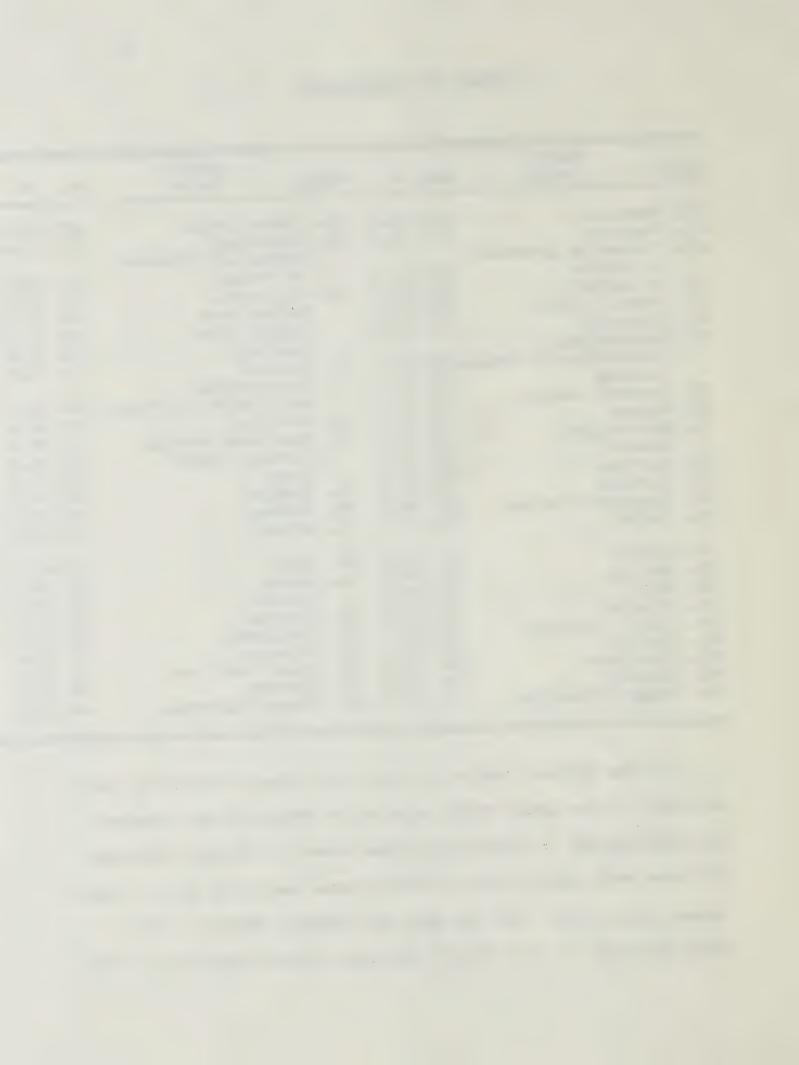


TABLE VII--Continued

TOP	GRADE 7 IC N=362	No.	%	TOP	GRADE 8 IC N=364	No.	%
23.	Fashions Cooking Places of Interest		59.1 58.8		Other Cities Basketball Places of Interest		53.1 52.4
25. 26. 27.	in France Volleyball	205 204	58.5 56.6 56.3 55.5	23.	in France Volleyball Motorbikes Family Life	188 188 188	52.4 51.6 51.6 51.6 51.6
29. 30. 31. 32. 33. 34.	Activities in France Dancing Current Events Soccer Motorbikes France Boating Fishing Sportscar Racing Hockey	200 198 195 190 190 188 180 177	55.2 55.4.6 53.9 52.5 51.9 48.8 47.5	25. 26. 27.	Dancing France Recreational Activities in France Boating Sportscar Racing Current Events Drama Fishing Sewing Hockey	185 184 177 171 171 171 161 157	50.8
37. 38. 39. 40. 41. 42. 43.	School Sewing Cars Science Space Vehicles Hunting Airplanes History Stamp Collecting	161 156 155 151 150 140 123	46.9 44.4 43.1 42.8 41.7 41.4 38.7 35.9 25.1	32. 33. 34. 35. 36. 37.	Cars Soccer School Hunting Airplanes Science Space Vehicles History Stamp Collecting	139 139 138 137 118 114 86	42.0 38.2 38.2 37.9 37.6 32.4 31.2 23.6 18.7

of the fifteen topics in which the greater majority (60% or more) of the grade eight population expressed an interest in learning how to discuss and read about in French, thirteen of these were also chosen by the greater majority of the grade seven population. Art and Arts and Crafts, however, which were selected by over 70% of the grade seven population, held



appeal for only slightly more than 50% of the grade eight students.

In addition to the two topics mentioned above, a comparison of the total grade seven and total grade eight population reveals that grade seven students are more interested in learning how to discuss and read about Skating, Basketball, Family Life, Current Events and Drama in French than are the grade eight students.

The responses of both populations concerning all other topics, however, indicate only a slight difference in interest.



TABLE VIII

RANK ORDERED COMPARISON BY GRADE OF EXPRESSED INTERESTS OF TOPICS IN TERMS OF FREQUENCY OF GRADE 7 AND 9 STUDENTS

TOP	GRADE 7 IC N=362	NO.	%	TOP	GRADE 9 IC N=332	NO.	%
7 · 8 · 9 ·	Swimming Animals Vacationing Skidooing Travel Horseback Riding Nature and Wildlife Games Arts and Crafts Parties	286 282 274 273 263 262 261 258	80.4 79.0 77.9 75.6 75.4 72.7 72.3 72.1 71.3 70.4	3. 4. 5.	Travel Vacationing Swimming Animals Parties Skiing Skidooing Dating Youth Horseback Riding	265 257 257 248 246 246 246 245	82.2 79.8 77.4 77.4 74.1 74.1 73.8 72.0
12. 13. 14. 15. 16. 17.	Boys and Girls Skiing Art Skating Foods Youth Dating Drama Other Countries Baseball Basketball Other People Drugs	254 254 254 252 241 237 235 232 226 220 220	70.2 70.2 70.2 70.2 66.5 65.4 64.1 60.8 60.2	9. 10. 11. 12. 13. 14. 15.	Foods Nature and Wildlife Boys and Girls Other Countries Other People Games Drugs Football Places of Interest in France Music Recreational Activities in France	235 234 231 228 228 217 211 209 206	71.4 70.7 70.4 69.5 68.7 65.3 63.6 63.0 62.0
21. 22. 23. 24. 25. 26. 27. 28.	Family Life Music Fashions Cooking Places of Interest in France Volleyball Other Cities Football Recreational Activities in France Dancing Current Events	215 214 213 211 205 204 201 200 200	58.5 56.6 56.3 55.5 55.2	19. 20. 21. 22. 23. 24. 25. 26. 27.	Other Cities Skating Family Life Fashions Boating Motorbikes France Volleyball Cooking Basketball Art Sportscar Racing Arts and Crafts	198 197 197 196 196 193 192 191 188 185	59.6 59.6 59.0 59.0 59.0 57.2 57.2 55.5 55.5 55.5 55.5

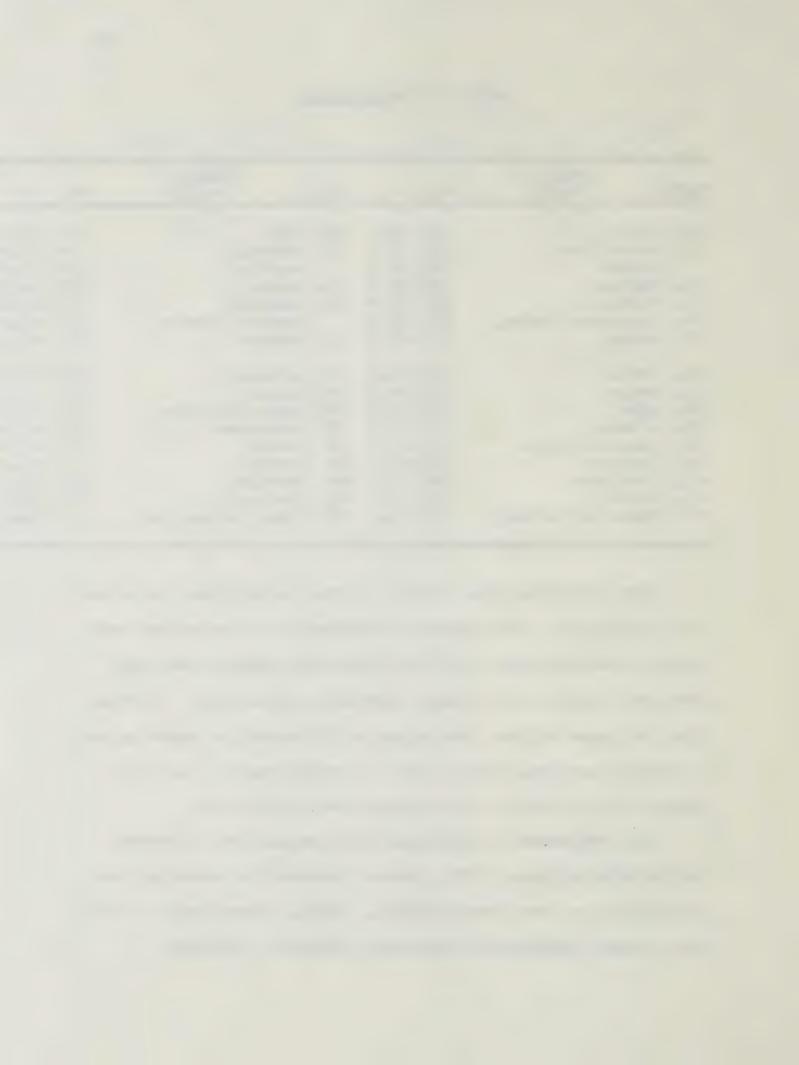


TABLE VIII -- Continued

TOPIC	GRADE 7 N=362	No.	%	TOPI	GRADE 9 C N=332	NO.	%
31. Mod Fra 32. Boa 33. Fis 34. Spo	ccer torbikes ance ating shing ortscar Racing	190 190 188 180 177	51.9 49.7 48.8	30. 31. 32.	Cars Baseball Dancing Drama Fishing Current Events Hockey	169 169 167 158 158	53.3 50.9 50.9 50.3 47.6 47.6 47.3
38. Car 39. Sci 40. Spa 41. Hur 42. Air 43. His	nool ving ience ace Vehicles ating rplanes story amp Collecting	161 156 155 151 150 140 123		35. 36. 37. 38. 39. 40. 41.	Science Soccer Space Vehicles Airplanes School Sewing Hunting History Stamp Collecting	140 139 138 134 133 117	44.8 42.2 41.9 41.6 40.4 40.1 35.2 36.1 18.1

When comparing the results of the total grade seven and nine population, the greatest differences in responses were found to be connected with the following topics: Skating, Arts and Crafts, Art, Drama, Baseball and Soccer. In relation to these topics, the degree of interest in learning how to discuss and read about them in French was at least 10% greater on the part of the grade seven population.

The responses of the grade nine population, however, indicated a minimum of 7% greater interest in learning how to discuss and read about Dating, Youth, Other People, Football, Cars, Boating, and Sportscar Racing in French.



Although only slightly more than a majority of both populations indicated interest in France and various aspects of that country, greater interest was expressed in Other Countries and Other People by both groups.



TABLE IX

RANK ORDERED COMPARISON BY GRADE OF EXPRESSED INTERESTS OF

TOPICS IN TERMS OF FREQUENCY OF GRADE 8 AND 9 STUDENTS

TOP	GRADE 8 IC N=364	NO. %	GRADE 9 TOPIC N=332	No.	%
1. 2. 3. 4. 56. 7.	Animals Parties Vacationing Travel Nature and Wildlife Skidooing Dating Swimming Horseback Riding Skiing	253 69.5 253 69.5 250 68.6	1. Travel 2. Vacationing 3. Swimming Animals 4. Parties 5. Skiing Skidooing Dating 6. Youth 7. Horseback Riding	265 257 257 248 246 246 246 245	82.2 79.8 77.4 77.4 74.1 74.1 73.8 72.0
9. 10. 11. 12. 13. 14. 15.	Games Boys and Girls Youth Foods Fashions Other Countries Drugs Other People Cooking Skating Art Arts and Crafts Football	242 66.5 240 65.9 239 65.6 232 63.8 231 63.5 227 62.4 209 57.4 208 57.1 208 57.1 204 56.1 201 55.2 201 55.2 200 54.9	8. Foods 9. Nature and Wildlife 10. Boys and Girls 11. Other Countries 12. Other People Games 13. Drugs 14. Football 15. Places of Interest in France 16. Music 17. Recreational Activities in France	235 234 231 228 228 217 211 209 206	71.4 70.7 70.4 69.5 68.7 65.3 63.6 63.0 62.0
20. 21. 22. 23.	Music Baseball Other Cities Basketball Places of Interest in France Volleyball Motorbikes Family Life Dancing France Recreational Activities in France Boating	193 53.1 191 52.4 191 52.4 188 51.6 188 51.6 188 51.6 188 51.6 185 50.8	Fashions 21. Boating Motorbikes	198 197 196 196 193 192 190 188 185 184	59.6 59.3 59.0 59.0 59.0 57.8 57.2 555.4 555.3

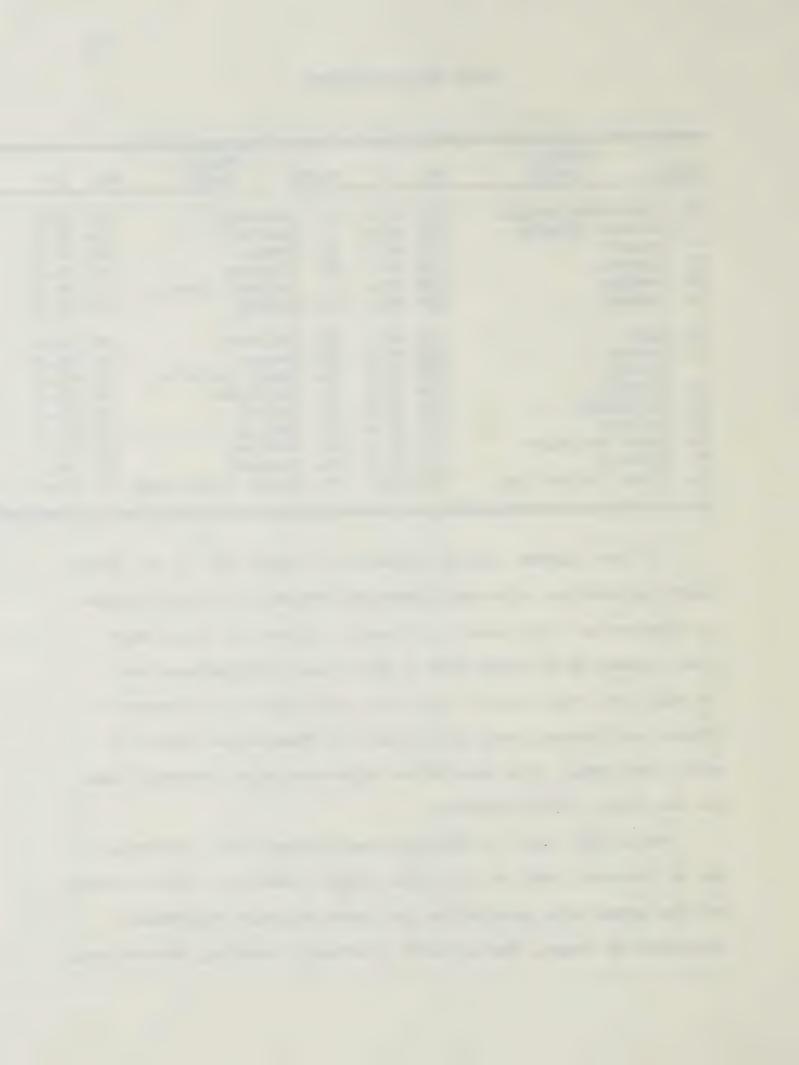


TABLE IX--Continued

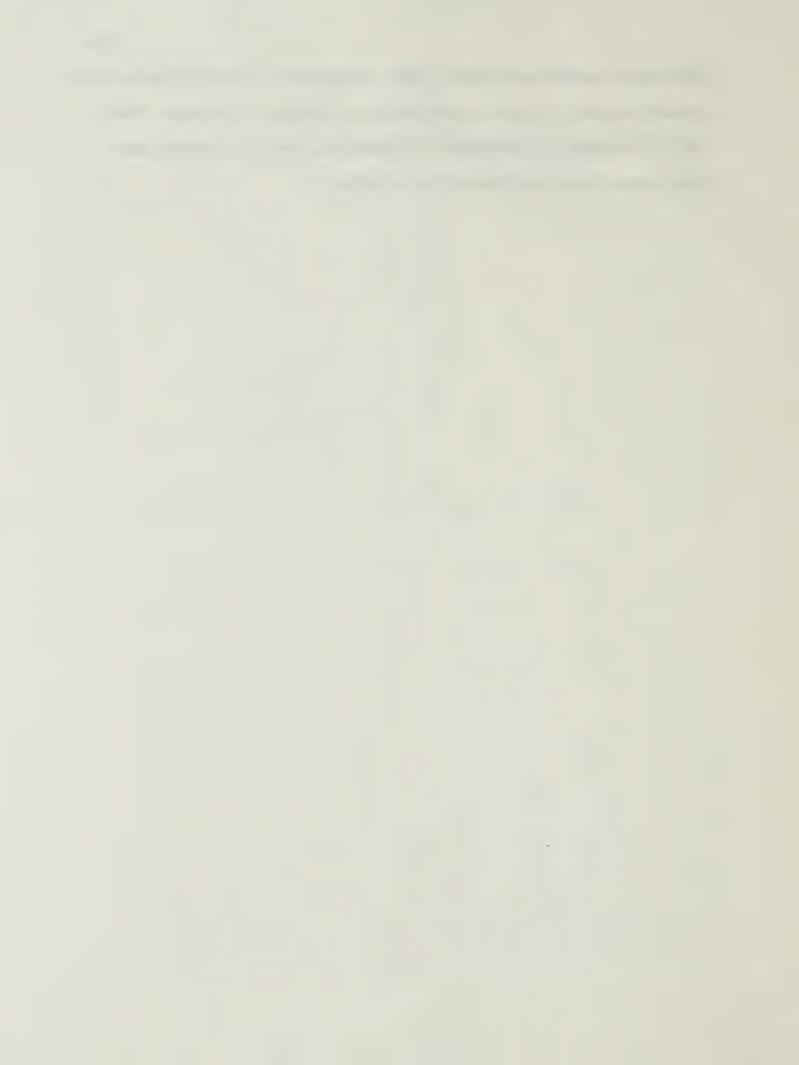
GRADE 8 TOPIC N=364	No. %	GRADE 9 TOPIC N=332	No. %
27. Sportscar Racing Current Events Drama 28. Fishing 29. Sewing 30. Hockey	171 47.0 171 47.0 161 44.2 157 43.1	30. Baseball Dancing 31. Drama 32. Fishing Current Events 33. Hockey	169 50.9 169 50.9 167 50.3 158 47.6 158 47.6 157 47.3
31. Cars 32. Soccer School 33. Hunting 34. Airplanes 35. Science 36. Space Vehicles 37. History 38. Stamp Collecting	138 37.9 137 37.6 118 32.4	34. Science 35. Soccer 36. Space Vehicles 37. Airplanes 38. School 39. Sewing 40. Hunting 41. History 42. Stamp Collecting	149 44.8 140 42.2 139 41.9 138 41.6 134 40.4 133 40.1 117 35.2 105 36.1 60 18.1

of the sixteen topics in which at least 60% of the grade eight population expressed greatest interest in learning how to discuss and read about in French, fifteen of these were also chosen by at least 68% of the grade nine population. In addition, the results indicate that Places of Interest in France and Recreational Activities in France are topics in which the grade nine population expresses more interest than do the grade eight subjects.

While the topic of Fashions was chosen more frequently as an interest area by the grade eight students, the responses of the grade nine population indicate at least 7% greater interest in Drugs, Family Life, Football, Boating, Motorbikes,



Sportscar Racing and Cars. The responses of both populations concerning all of the other topics, however, indicate that the difference in interest in learning how to discuss and read about them in French is slight.



RANK ORDERED COMPARISON BY GRADE OF MALE POPULATION

NO.	114 84.4 108 80.0 106 78.5 105 77.8 96 71.1 95 70.4 90 66.7 90 66.7	888 65.1 888 65.1 887 665.1 887 665.1 887 667.1 887 60.0 887 60.0
GRADE 9 N=135	ar Racing Les lg	key  Sure & Wildlife  Shing  Sing  Ser  Splanes  Sketball  ence  ting  sand Girls
TOPIC	Care Sport Moto Skir Vacs Part Anim Boat	Hockey  Nature & Fishing  Pishing  Rames  Skiing  Nther Cou  Airplanes  Basketbal  Science  Kunting  Science  Suboys and (
H	エスラサラクト8	הו ההה ה
BE	400000000 4000000000000000000000000000	00000000000000000000000000000000000000
NO.	11111111111111111111111111111111111111	110 000 000 000 000 000 000 000 000 000
GRADE 8	5.2 1. Football 2.8 2. Motorbikes 6.9 Skidooing 6.3 3. Nature & Wildlife 5.7 4. Sportscar Racing 5.7 5. Animals 5.1 6. Cars 5.4 7. Vacationing 2.8 9. Swimming 1.0 10. Basketball	Hunting Travel Baseball Skiing Boys and Girls Fishing Parties Games Dating Youth Boating
TOPIC	40 w4 v0 v 200 0	11 11 11 11 11 1 1 1 1 1 1 1 1 1 1 1 1
8	777777 777777 777777 777777 77777 77777 7777	00000000000000000000000000000000000000
NO.	0334488000 1555555555555555555555555555555555	1000
GRADE 7 TOPIC N=169	1. Football 2. Skidooing 3. Sportscar Racing 4. Swimming 4. Hockey Basketball 6. Animals 7. Motorbikes 6. Gars Baseball 9. Games	10. Hunting Nature & Wildlife 11. Vacationing 12. Travel 13. Soccer Skiing 14. Airplanes 15. Space Vehicles 16. Boys and Girls Arts and Crafts 17. Skating Youth



# TABLE X--Continued

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Contract Con	BE		444 44666660000000000000000000000000000
Action Control of the	NO.	6667 227773	2000 10111000 0000 10111000 0000
	GRADE 9 N=135	e Vehicles Is	est in est in yball y Life e and Crafts ry ng collecting ons
	TOPIC	Spaces of the State of the Stat	interest interest France Soccer Soccer Soccer Soccer 19. Family I Family I France 11. Art School Arts and History Dancing History Drama Cooking Stamp Cooking Stamp Cooking Stamp Cooking Stamp Cooking Stamp Cooking Stamp Cooking Soccer History Drama Stamp Cooking Soccer History Drama Soccer History Drama Soccer History Drama Soccer Stamp Cooking Soccer Stamp Cooking Soccer Soccer Soccer History Drama Soccer Soccer Soccer History Drama Soccer Soccer Soccer History Drama Soccer Socer Soccer Soccer Soccer Soccer Soccer Soccer Soccer Socer Soccer
		00000000000000000000000000000000000000	A MANAWA W WWWWW
	6	777788888860 77777887777 777778877777 7777788877777 777777	666 67 4 4 4 6 6 6 6 6 6 6 6 6 6 6 6 6 6
	GRADE 8 N=163 N	seback Riding ler Countries ler Cities cer rent Events lgs lting ence ler People lily Life ce Vehicles	Recreational Activities in France Places of Interest in France Arts and Crafts Art School Music Cooking Drama Fashions Dancing History Stamp Collecting Sewing
To his big the rank concentration of the state of the sta	TOPIC	19. Horse 20. Vol. 22. Othe 23. Soco 24. Drug 26. Scie 27. Othe 27. Star 26. Scie 27. Othe 28. Spaces	29. Rectard
A STANDARD CONTRACTOR OF THE STANDARD CONTRACTOR	18	00000000000000000000000000000000000000	77 7 7444 77 7 79910 77 7 7 7000 77 7 7 7000 700000 70000 70000 70000 70000 70000 70000 70000 70000 700000 700000 700000 700000 700000 700000 700000 700000 7000000 700000 700000 700000 700000 700000 700000 700000 700000 700000 700000 700000 7000000 7000000 7000000 700000000
and the second s	NO.	11100 1001 1000 1000 1000 1000 1000 10	00000000000000000000000000000000000000
	GRADE 7 PIC N=169	Science Fishing Foods Volleyball Art Boating Other Countries Current Events Horseback Riding Parties Drugs Other People Other Cities	Music Places of Interest in France Recreational Activities in France Drama Family Life School France History Dancing Cooking Fashions Stamp Collecting Sewing
	TOP	084074921008	2 4 4 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2

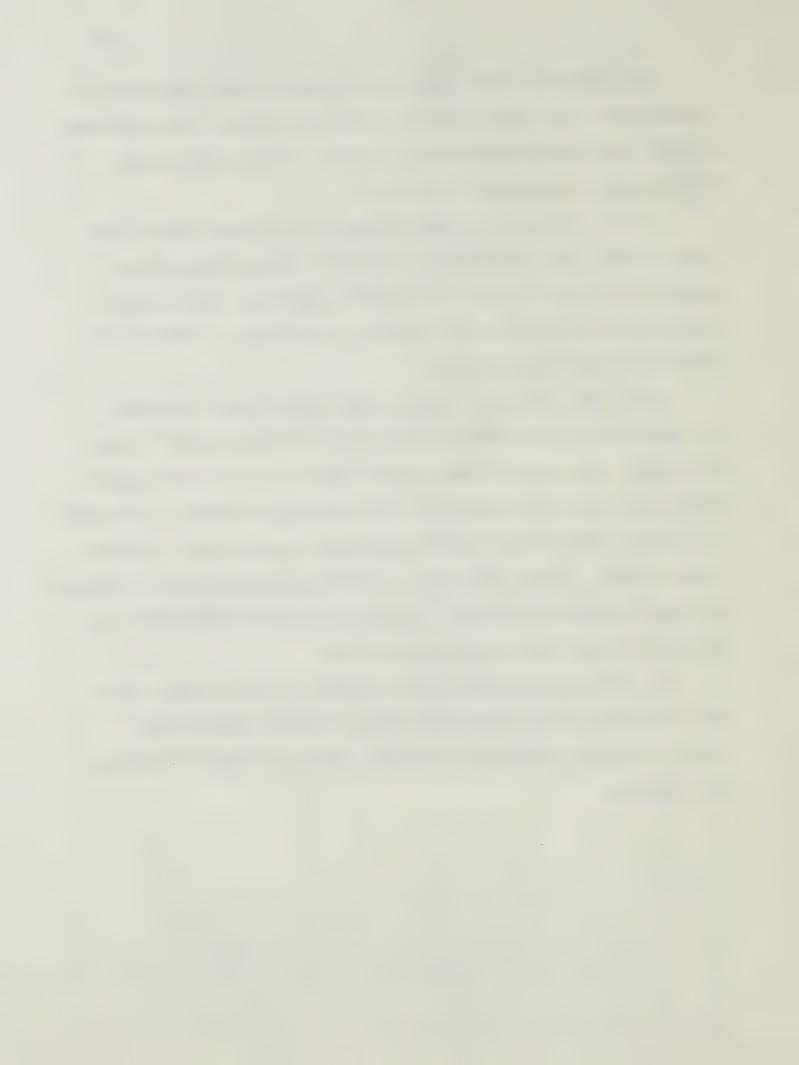


The results of the testing instrument were tabulated by percentages and rank ordered in order to compare the responses of the total male population by grade. These percentages are visually depicted in table 10.

Of the twenty-six topics chosen by at least 60% of the grade seven male population, sixteen of these topics were selected by 60% or more of the grade eight male population, and nineteen of them were chosen by a minimum of 60% of the grade nine male population.

Less than 50% of all three male populations indicated an interest in learning how to discuss and read about France in French, and only slightly more than one half of the grade seven and nine boys indicated an interest in Places of Interest in France (Grade seven) and Recreational Activities in France (Grade nine). Grade nine boys, however, expressed more interest in Other Countries, Dating, Boating and Parties than did the grade seven and eight male populations.

All three male populations involved in this study found the following topics disinteresting: France, Family Life, School, Cooking, Fashions, Dancing, History, Stamp Collecting and Sewing.



RANK ORDERED COMPARISON BY GRADE OF FEMALE POPULATION

%	700000000000000	86 64 66 69 69 69 69 69 69 69 69 69 69 69 69	7 69.9
N	111111111111 22200000000000000000000000	הההה הההה	44
GRADE 9 TOPIC N=196	Travel Fashions Vacationing Youth Animals Horseback Riding Swimming Skiing Foods Dating Parties Cooking	Boys and Girls Other People Skidooing Other Countries Nature and Wildlife Places of Interest in France Music Drugs Games Arts and Crafts	France Art
TO	10 64 70 C801	11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	18
8	6690194689005 66901946896 77777777 77777777 77777777 7777777777	77777777777777777777777777777777777777	9 64.1
NO	ロロコロコロココココ	חחחההההה ההה	128
GRADE 8 TOPIC N=201	Fashions Parties Cooking Dating Horseback Riding Travel Animals Foods Vacationing Skiing Sewing Games	Youth Dancing Swimming Nature & Wildlife Boys and Girls Other Countries Art Art Arts and Crafts Music Skidooing Other People	Skating Drugs
TO	コロック・マックロコ	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	20.
%	01469922555 73888888887 73801257 7387 7387 7387 7387 7387 7387 7387 73	200 200 200 200 200 200 200 200 200 200	66.8
NO	00000000000000000000000000000000000000	1111111111 444444440000 66667700000000	134
GRADE 7 PIC N=193	Horseback Riding Vacationing Fashions Cooking Swimming Parties Animals Travel Drama Art Arts and Crafts Foods	Games Sewing Dating Boys and Girls Dancing Nature & Wildlife Skiing Family Life Skating Youth Other Countries	Skidooing Other People
TOPIC	40 m 4 vovo	10.	16.



# TABLE XI -- Continued

Section of the sectio	00000000000000000000000000000000000000	40000000000000000000000000000000000000
NO.	800000000000000000000000000000000000000	8727000000000 8040700000000000
GRADE 9 N=196	Family Life Recreational Activities in France Juneana Dancing Skating Volleyball Sewing Other Cities Basketball Boating Football Boating Current Events	School Sportscar Racing Soccer Fishing Hockey Science Cars Space Vehicles History Airplanes Hunting Stamp Collecting
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GRADE 8 TOPIC N=201	22. Places of Interest in France 23. Drama 24. France 25. Recreational Activities in France 26. Family Life 27. Other Cities 28. Volleyball 29. Baseball 30. Current Events 31. Basketball 32. Boating 33. Football	34. School 35. Motorbikes 36. Fishing 37. Sportscar Racing 38. Soccer 39. History 40. Hockey 41. Space Vehicles 42. Airplanes 43. Cars 44. Hunting 45. Stamp Collecting
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NO.	\$6000000000000000000000000000000000000	できるかかれたらんなのく しょう かんかん しょう かん かん しょう
GRADE 7 TOPIC N=193	17. Music 18. Drugs 19. Places of Interest in France 20. France 21. Recreational Activities in France 22. Other Cities 23. Volleyball 24. Baseball 25. Current Events 26. School 27. Basketball 28. Boating	30. Fishing 31. Motorbikes 32. History 33. Football 34. Science 35. Sportscar Racing 36. Hockey 37. Space Vehicles 38. Cars 39. Hunting Airplanes



The results of the testing instrument were tabulated by percentages and rank ordered in order to compare the responses of the total female population by grade. These percentages are visually depicted in table 11.

of the thirty topics chosen by at least 60% of the grade seven female population, twenty-eight<sup>3</sup> of these topics were selected by 60% or more of the grade eight female population, and thirty-two of them were chosen by a minimum of 60% of the grade nine female subjects.

While many of the topics in which the grade seven, eight, and nine female populations expressed interest were the same, differences in response are present in several areas. The grade seven and nine populations expressed interest in learning how to discuss and read about Recreational Activities in France in French, but less than one half of the grade eight female subjects indicated that this topic was appealing. While Art and Drama were very high in the choices of the grade seven girls, the percentage of grade eight and nine female subjects who indicated an interest in these areas was considerably lower. On the other hand, Youth, France and Places of Interest in France were more interesting to the grade nine female population than to the grade seven and eight subjects.

<sup>3.</sup> For the purpose of this tabulation, 59.7 was rounded off to the nearest whole number, 60.



# 2.1 AN ANALYSIS OF THE LEXICAL CONTENT OF VOIX ET IMAGES DE FRANCE

The following is an analysis of the lexical items contained in the first fifteen units of <u>Voix et Images de France</u> in terms of the expressed interests of topics desired to be studied in French by the junior high school population included in this study.

Foods

le café le vin la confiture le pain les sandwiches

Places of Interest In France

Paris la Tour Eiffel l'Opéra les Champs-Elysées l'Eglise de la Madeleine

Sports

le football jouer au football la pêche aller à la pêche le pêcheur le bateau

Cars

l'auto la voiture

Airplanes

1 avion

Motorbikes
une moto

Related Vocabulary

dîner
manger
le petit déjeuner
le restaurant
manger

la Place de la Concorde la Seine Dijon Marseille Lyon

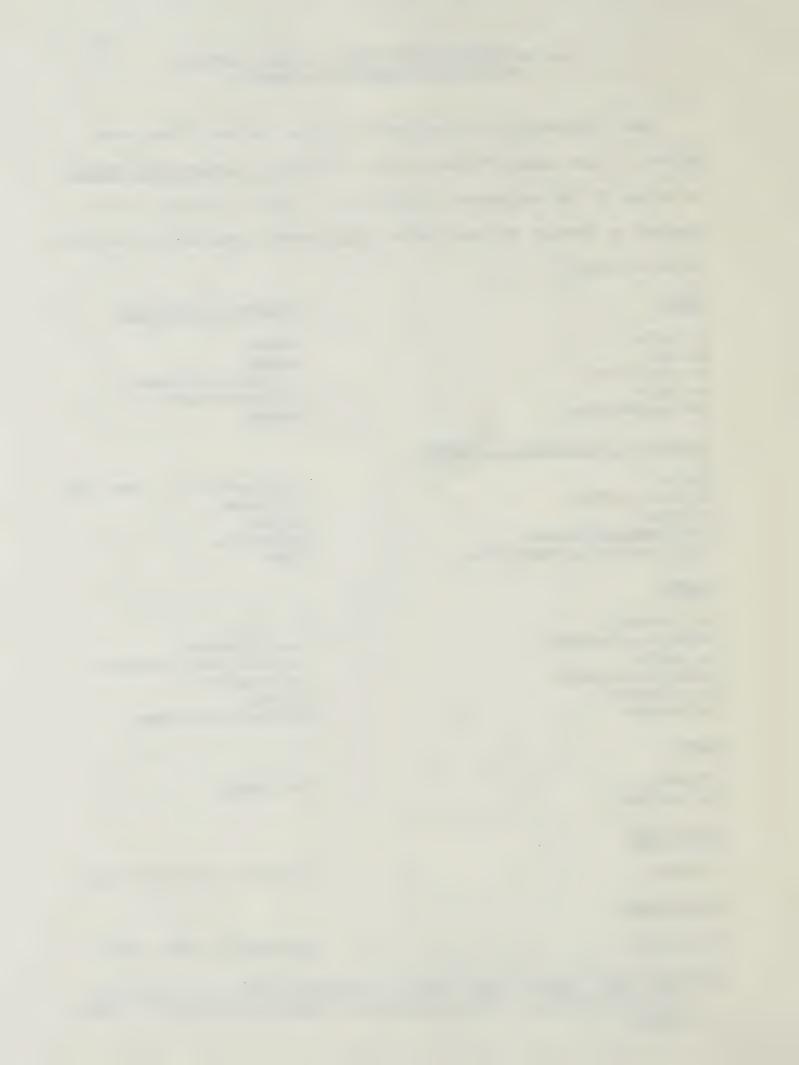
le filet
les poissons
beaucoup de poissons
se baigner
la mer
au bord de la mer

le garage

l'avion New York-Paris

La moto va plus vite

<sup>4.</sup> Since the junior high school curriculum includes units one through fifteen, this analysis has been restricted to those units.



### Fashions

une robe
une jupe
une jupe de laine
un tricot
un tricot de pecheur
une ceinture de cuire
les chaussettes
les souliers
les semelles
un manteau
un bouton
le sac
une poche

un chapeau
un chapeau à plume
un chapeau de paille
un pull-over
le pantalon
une cravate
les lunettes
les pyjamas
les mouchoirs
une veste
les manches
les gants
une chemise

### Related Vocabulary

vert rouge gris jaune bleu noir déchiré sale propre vieux usé beau

### Family Life

le père de Paul et de Catherine la mère des enfants les enfants la fille le fils le mari la femme les parents le grand-père la grand-mère les grands-parents

le petit-fils
maman
papa
le frere
la soeur
l'oncle
la tante
le cousin
la cousine
toute la famille

# Animals

le chien le chat

le loup



## Nature and Wildlife

les arbres le jardin le soleil le bois

## Sewing

coudre les ciseaux

le bouton tricoter

### Vacationing

être en vacances au bord de la mer partir en vacances le premier jour de vacances partir pour le bord de la mer la campagne

la montagne

### Travel

voyager
les voyageurs
l'automobiliste
le cycliste
le metro
la station de metro
le plan du métro
l'autobus
l'autocar
le train

la gare
le chef de gare
en voiture
le wagon
le compartement
prendre le train
prendre l'avion
le pont
le tunnel
la montagne

# Music

une chanson

écouter

# Recreational Activities in France

regarder la télévision aller au cinema aller à la pêche

se baigner jourer au football jouer avec un seau et une pelle



### 2.2 AN ANALYSIS OF THE LEXICAL CONTENT OF ECOUTER ET PARLER

The following is an analysis of the lexical items contained in <u>Ecouter et Parler</u> in terms of the expressed interests of topics desired to be studied in French by the junior high school population included in this study.

### Foods

la viande le boeuf roti de boeuf le jambon le veau le poulet le poulet aux frites le poisson la truite les légumes les épinards les haricots verts les petits pois les pommes frites la salade la soupe le sel le poivre

la pain la beurre le fromage les boissons le lait le thé le café l'eau minérale les rafraichissements les sandwiches les fruits la glace la glace au chocolat la pâtisserie un éclair le gateau les bonbons

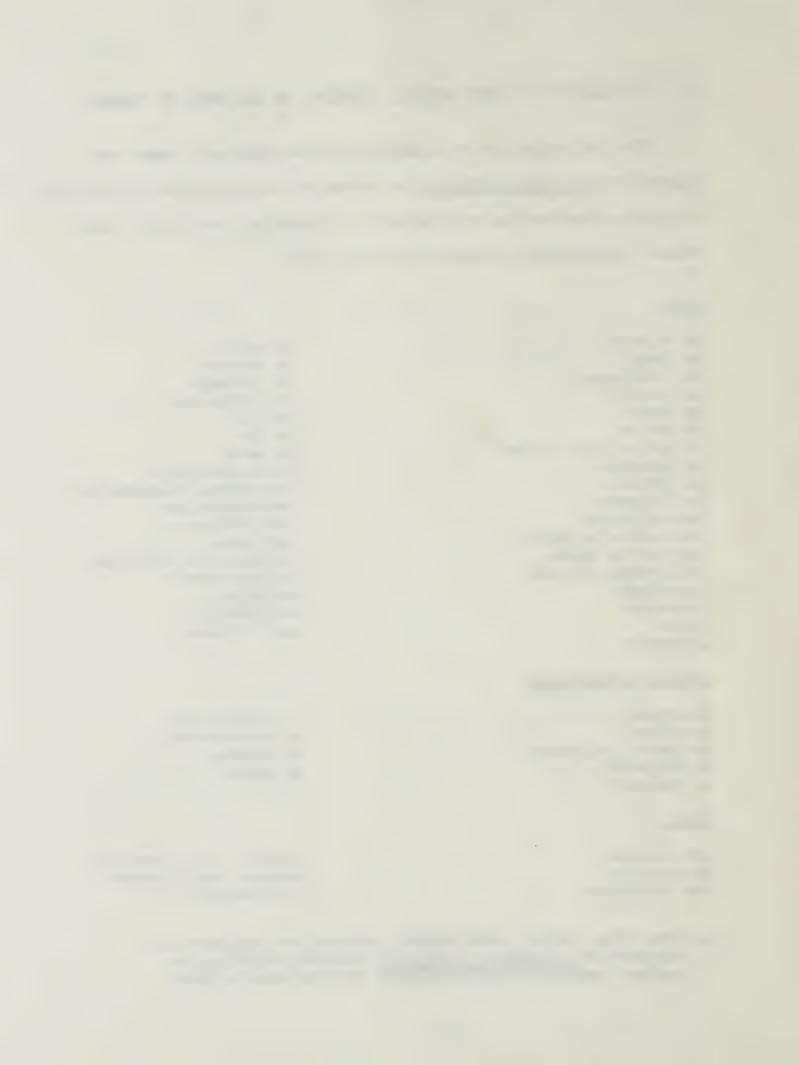
# Related Vocabulary

le repas le dîner le petit dejeuner le dejeuner le dessert le réfectoire le restaurant la carte le menu

### Music

les disques la musique les chansons écouter de la musique écouter des disques l'orchestre

5. Since the junior high school curriculum includes all chapters of Ecouter et Parler, revised edition, a lexical analysis has been made of the entire book.



### Sports

jouer à la balle jouer au basketball jouer au baseball jouer au tennis faire du ski la station de ski se baigner une équipe un joueur

## Related Vocabulary

le meilleur joueur sportif

### Cars

une voiture une automobile un decapotable faire une promenade en voiture un permis de conduire

## Dancing

danser avoir envie de danser Veux-tu danser?

## Recreational Activities in France

aller à une soirée aller à un concert regarder la télévision

### Travel

Il faut voyager pour\_\_\_heures.
faire un voyage
aller au bord du lac
aller à la compagne
prendre le train

### Games

jouer aux cartes jouer aux dominos

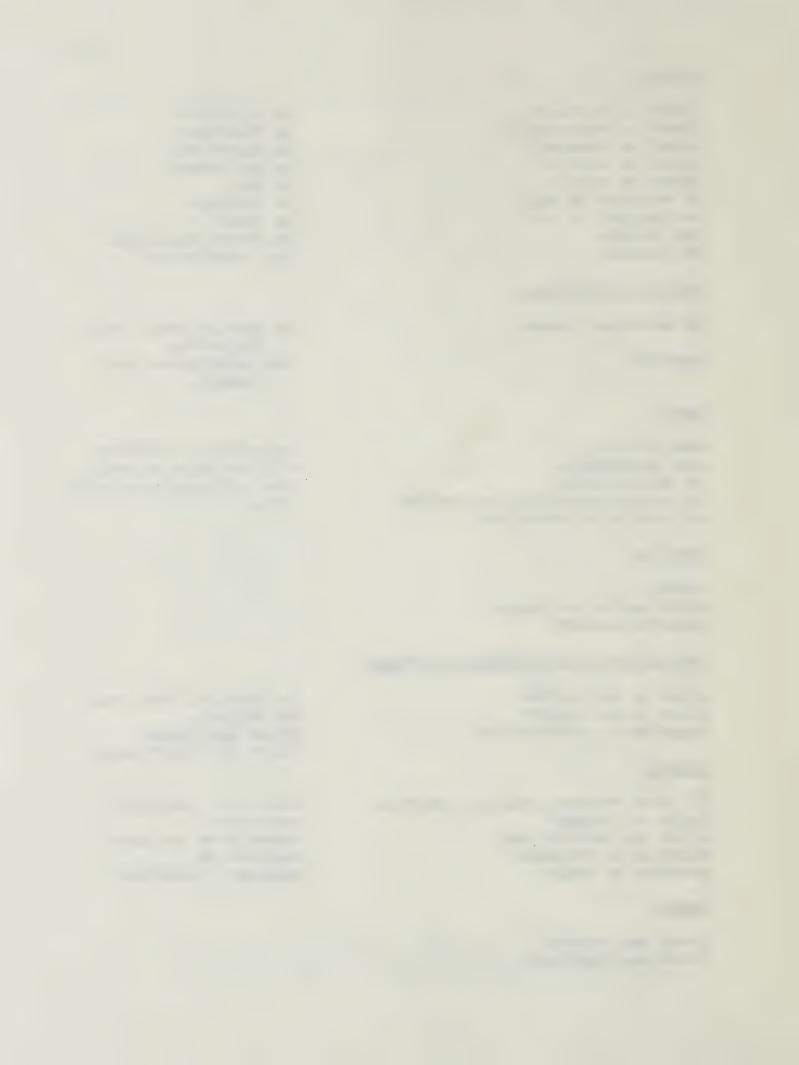
le cyclisme
le football
la natation
le patinage
le ski
la piscine
un stade
le court municipal
une répétition

La partie était très disputée. Les Americains ont gagné.

La nouvelle voiture n'a pas bien marché Les voitures vont trop vite.

Le Festival National de Bellac aller au cinéma faire un pique-nique

aller à l'aeroport par avion revenir en voiture la station manquer l'autobus



### Fashions

les lunettes
les lunettes de soleil
les gants
une echarpe
un collier
une montre
une bague
une robe
une jupe
un complet
une blouse
un manteau
la chaussette
le pantalon

une cravate
une veste
un veston
un chapeau
un pull-over
un chandail
des bas
un sac
un pardessus
une cienture
les chaussures
une coiffure
les maillots

### Related Vocabulary

ravissant
nouveau
bon marché
cher
Elle te va très bien.
Elle te va admirablement.

rouge jaune noir gris brun blanc

## Family Life

la soeur
le frère
la mère
le père
les parents
maman
papa
le mari
la femme
l'enfant
le fils
la fille
le fils unique

le cousine
les grands-parents
le grand-père
la grand-mère
le petit-fils
la petite-fille
l'oncle
la tante
le neveu
la niece
la belle-soeur
la belle-soeur



## Vacationing

J'attends les vacances. aller dans un camp au bord de la mer aller à la montagne pour les vacances

## Parties

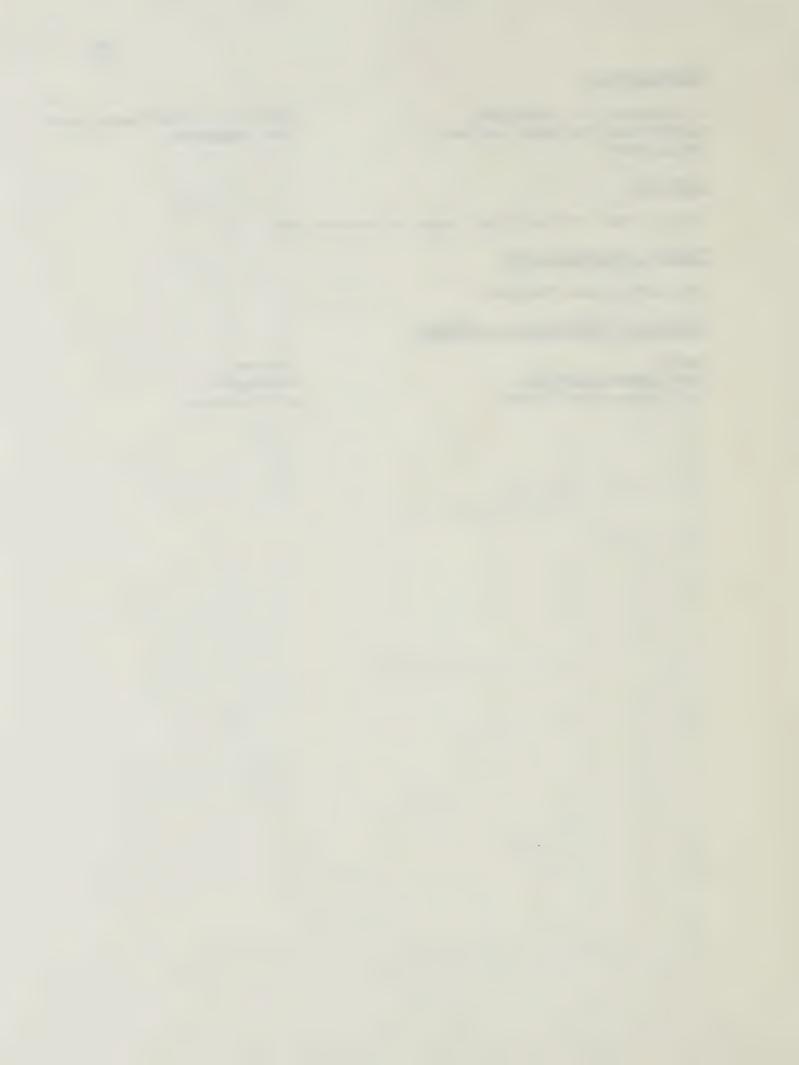
Il y a une soirée chez vous, n'est-ce pas?

### Nature and Wildlife

le Jardin des Plantes

# Places of Interest in France

Paris les Champs-Elysées le Chateau de Chinon Sevres Bretagne en Provence



# 3. AN ANALYSIS OF WHY THE STUDENTS INCLUDED IN THIS STUDY ARE TAKING FRENCH

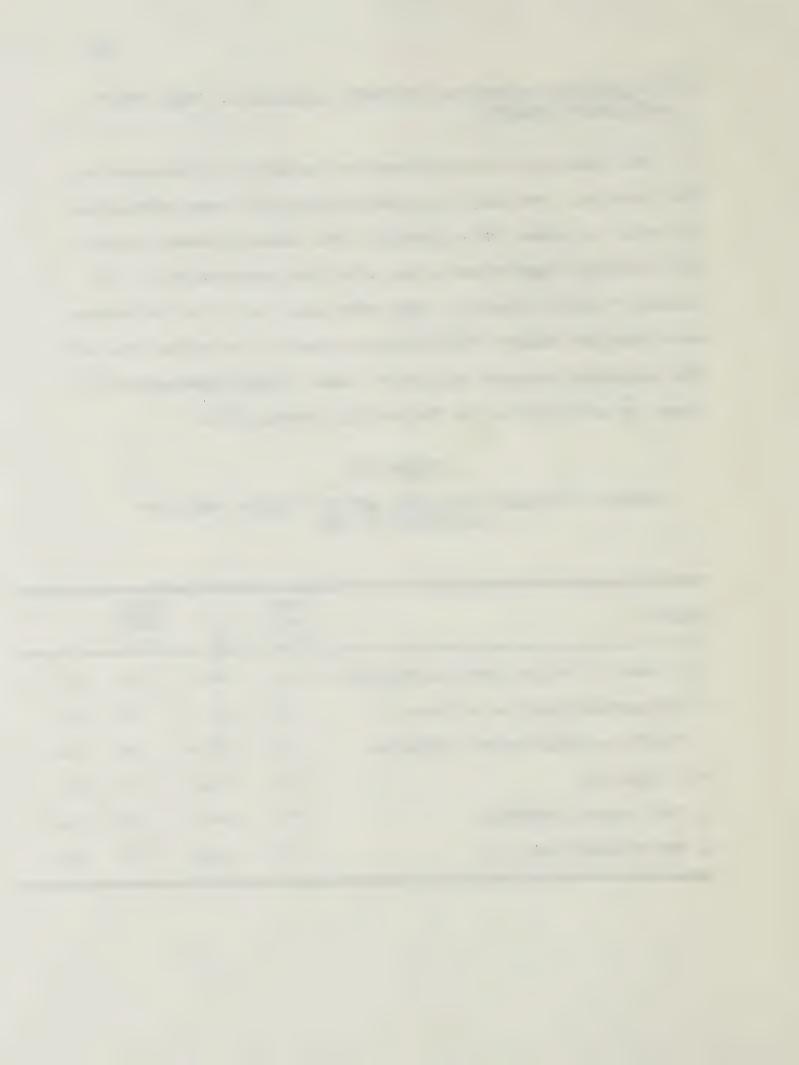
The results of the information gathered in response to the question, "why are you studying French?" were tabulated. In order to answer this question, the students were offered six possible suggestions along with the opportunity of including "other reasons." They were also permitted to choose more than one reason for studying French if more than one of the suggested reasons applied to them. This information is drawn up and depicted in Tables XII through XVII.

TABLE XII

REPLIES OF GRADE 7 TO "WHY ARE YOU TAKING FRENCH?"

ACCORDING TO SEX

REASON	BOYS N=164 No.	%	GIRLS N=191 No.	%
1. I need it to get into university.	105	64	37	45.5
2. My parents want me to take it	82	50	90	47.1
3. To fit my high school program.	50	30.4	54	28.2
4. I like it.	72	43.8	106	55.4
5. For carrer purposes	73	44.5	84	43.9
6. My friends take it.	18	10.9	20	10.9



The results indicate that the grade seven boys are enrolled in French classes more for utilitarian reasons or because of parental insistence rather than because they like the subject.

A majority of the grade seven girls, however, are taking

French because they like it. Parental influence and the possibility that the subject may be needed for university also play large roles in the girls' decision to study the subject.

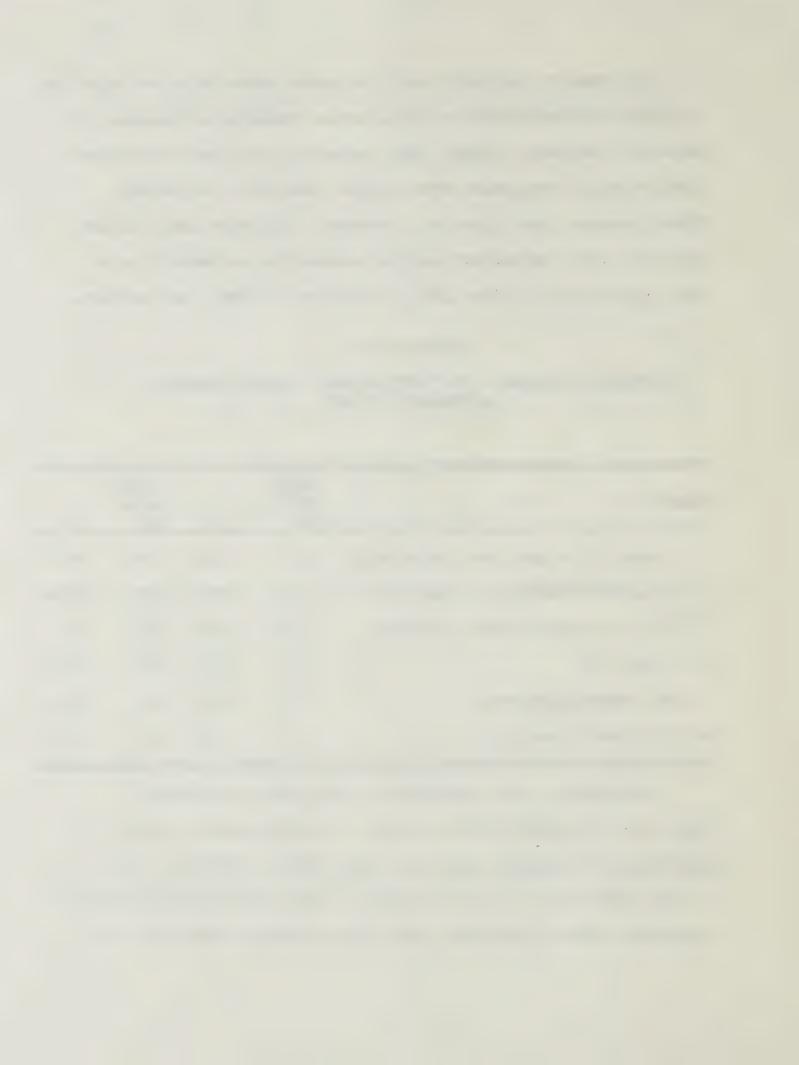
TABLE XIII

REPLIES OF GRADE 8 TO "WHY ARE YOU TAKING FRENCH?"

ACCORDING TO SEX

REASON	BOYS N=168 No.	K	GIRLS N=200 No.	%
1. I need it to get into university.	85	50.6	84	42.0
2. My parents want me to take it.	83	49.4	102	51.0
3. To fit my high school program.	52	30.9	71	35.5
4. I like it.	51	30.3	85	42.5
5. For career purposes.	70	41.6	103.	51.5
6. My friends take it.	9	5.3	21	10.5

According to the responses of the grade eight male population included in this study, it would appear that a majority of the grade eight boys are taking French in order to gain admittance into university. The second most frequently expressed reason discloses that the decision of many of the



boys to study French was greatly influenced by their parents. In addition, the possibility of using the language later in life for career purposes proved to be a strong influence on their decision to learn French.

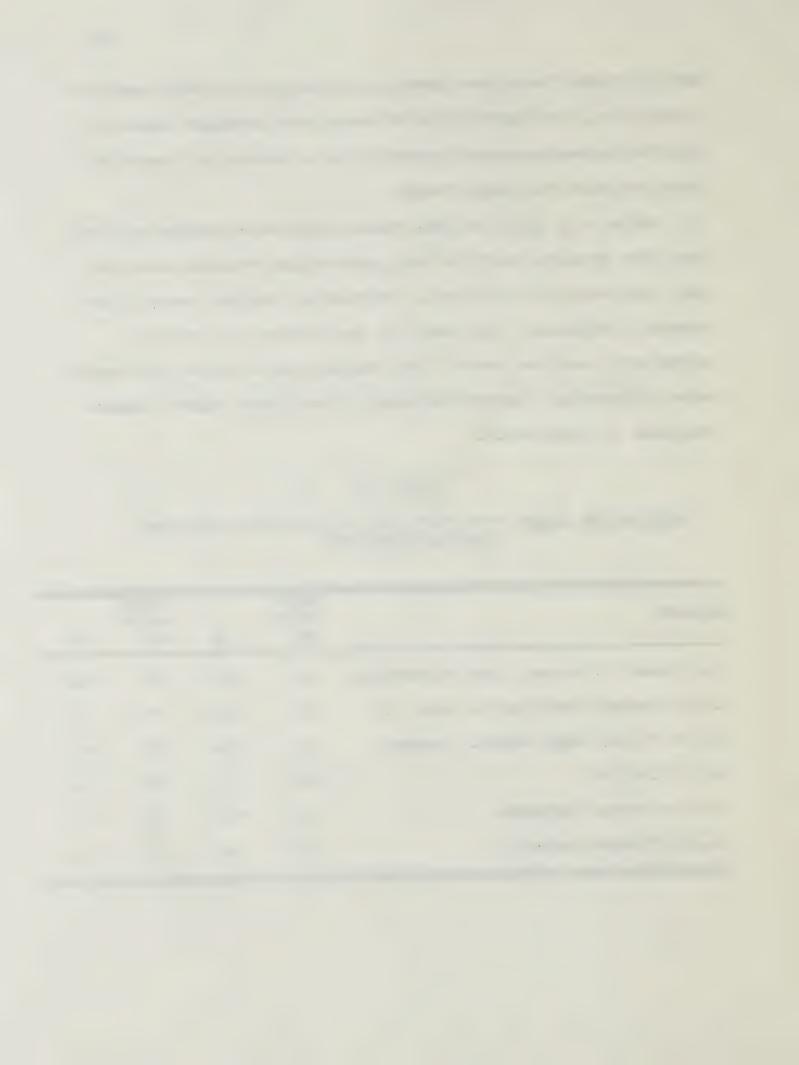
While only 30.3% of the grade eight males indicated that they like French, 42.5% of the grade eight females revealed that they enjoy the subject. The results further reveal that parental influence, the need for the subject to get into university, and the use of the language in a future profession were influential factors for many of the grade eight females included in this study.

TABLE XIV

REPLIES OF GRADE 9 TO "WHY ARE YOU STUDYING FRENCH?"

ACCORDING TO SEX

REASON	BOYS N=151 No.	%	GIRLS N=184 No.	%
1. I need it to get into university.	84	55.6	81	44.0
2. My parents want me to take it.	89	58.9	77	~ 4 + 0
3. To fit my high school program.	75	49.6	85	46.1
4. I like it.	47	31.1	108	58.6
5. For career purposes	83	54.9	83	45.1
6. My friends take it.	14	9-1	13	7.5



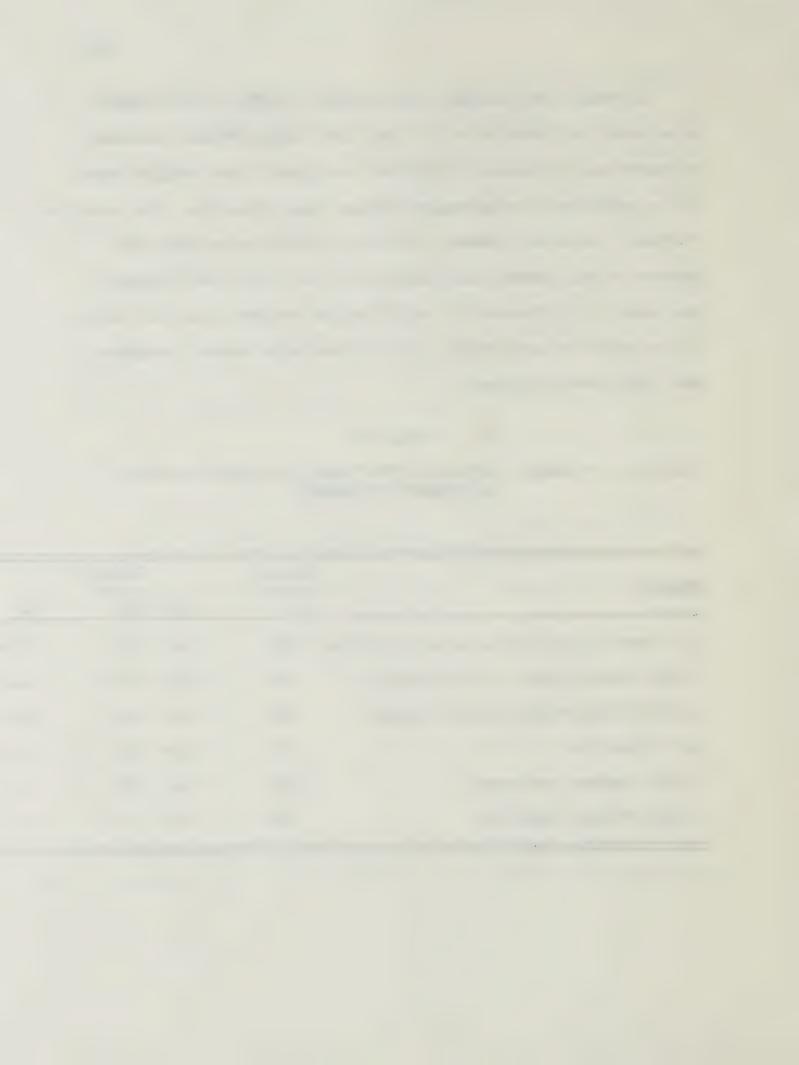
Although the largest percentage (58.9%) of the grade nine boys included in this study are taking French because of parental influence, 58.6% of the grade nine females seem to be studying the language because they like it. The results further indicate, however, that the decision of the both groups of the grade nine population to study the language was heavily influenced by utilitarian reasons such as using it to get into university, to fit the high school program, and for career purposes.

TABLE XV

REPLIES OF GRADE 7 AND 8 TO "WHY ARE YOU TAKING FRENCH?"

ACCORDING TO GRADE

REASON	GRADE 7 N=355 No.	,	GRADE N=368 No.	8
1. I need it to get into university.	192	54.1	169	45.9
2. My parents want me to take it.	172	48.4	185	50.2
3. To fit my high school program.	104	29.5	123	33.4
4. I like it.	178	50.4	136	36.9
5. For career purposes	157	44.2	173	47.0
6. My friends take it.	38	10.7	30	8.1



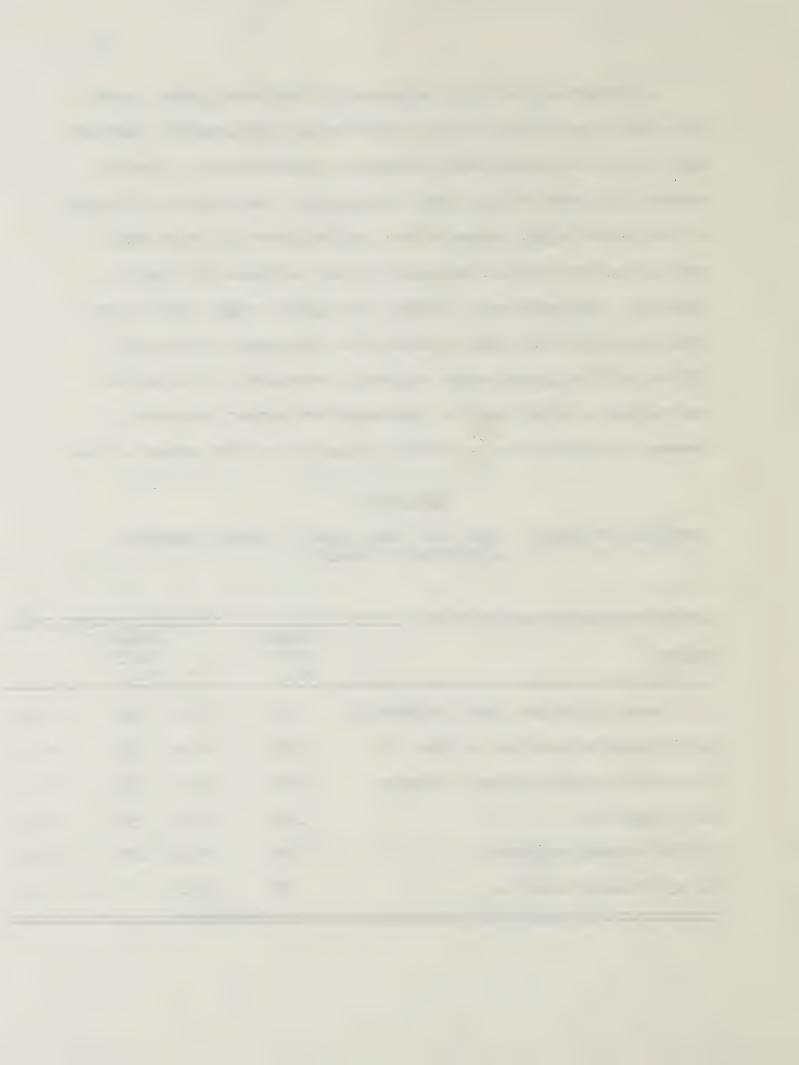
A comparison of the responses of the total grade seven and eight populations reveals that while the greatest percentage (54.1%) of grade seven students are enrolled in French courses in order to get into university, the majority (50.2%) of the grade eight students who participated in this study are taking the subject because of the influence of their parents. Although only 36.9% of the grade eight population indicated that it likes to study the language, a majority (50.4%) of the grade seven students expressed a liking for the subject. Studying the language for career purposes, however, proved to be a strong influence at both grade levels.

TABLE XVI

REPLIES OF GRADE 7 AND 9 TO "WHY ARE YOU TAKING FRENCH?"

ACCORDING TO GRADE

REASON	GRADE 7 N=355 No.	%	GRADE 9 N=355 No.	9 %
1. I need it to get into university.	192	54.1	165	49.2
2. My parents want me to take it.	172	48.4	166	49.5
3. To fit my high school program.	104	29.5	160	47.7
4. I like it.	178	50.4	155	46.2
5. For career purposes.	157	44.2	166	49.5
6. My friends take it.	38	10.7	2?	8.0



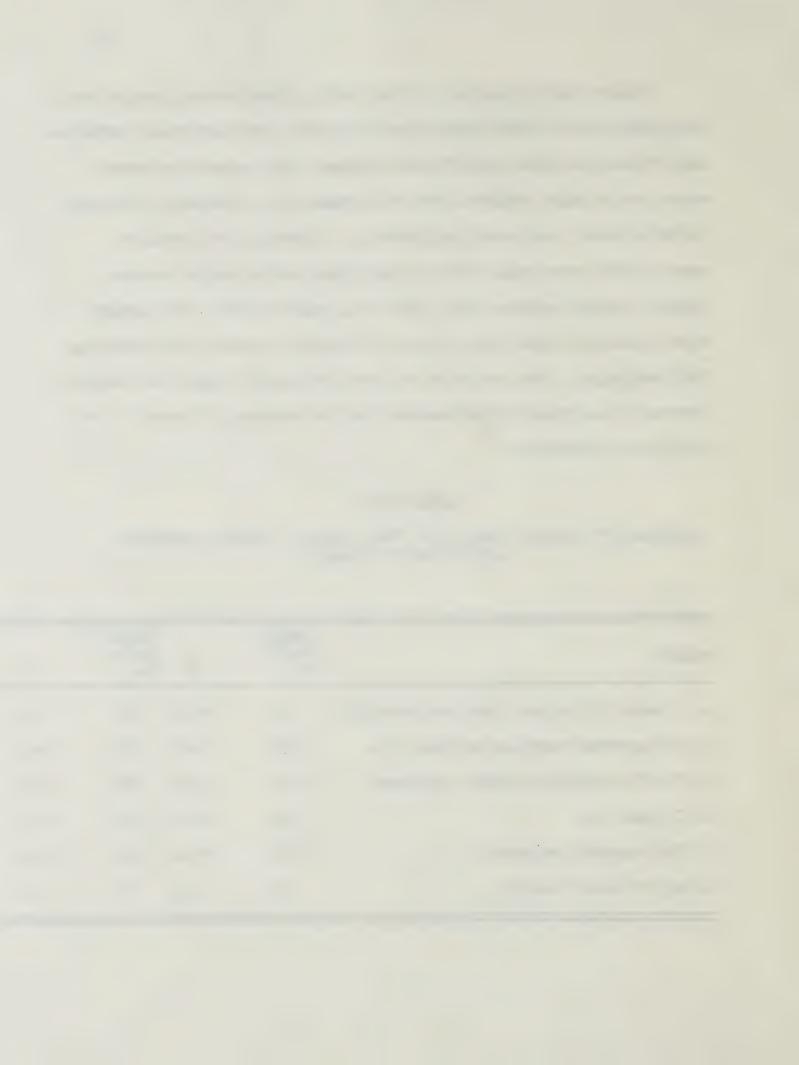
Unlike the responses of the total grade seven population, the responses of the grade nine students indicate that parental insistence and the use of the language for career purposes were the primary reasons why the grade nine students included in this study are studying French. Although the results reveal that more than 50% of the grade seven subjects are taking French because they like it, only 46.2% of the grade nine students chose this as one of their reasons for studying the language. The decision of both groups to take the subject, however, was greatly influenced by the reason, "I need it to get into university."

TABLE XVII

REPLIES OF GRADE 8 AND 9 TO "WHY ARE YOU TAKING FRENCH?"

ACCORDING TO GRADE

REASON	GRADE 8 N=368 No.	%	GRADE N=330 No.	9	%
1. I need it to get into university.	169	45.9	165		49.2
2. My parents want me to take it.	185	50.2	166		49.5
3. To fit my high school program.	123	33.4	160		47.7
4. I like it.	136	36.9	155		46.2
5. For career purposes	173	47.0	166		49.5
6. My friends take it.	30	8.1	27		8.0



Although only 8.1% of the grade eight population indicated that it is taking French because friends are studying the subject, over 50% of the grade eight students revealed that they are taking it because their parents want them to. The results further indicate that the largest percentage (49.5%) of the grade nine subjects are also studying the language because of parental influence.

While the need for the subject to get into university, and the possibility of using the language for career purposes were chosen as reasons by large percentages of both populations, a noticeably larger percentage of the grade nine students indicated that they are taking the course to fit their high school programs.

Less than 50% of both populations indicated that they like French. However, a comparison of the grade eight and nine responses reveals that a greater portion of the grade nine students indicated that they like the subject.

## Other Reasons

Under the section "Other Reasons for Taking French" the following responses were received from the students included in this study:

Twenty-four students indicated that they wanted to be bilingual.

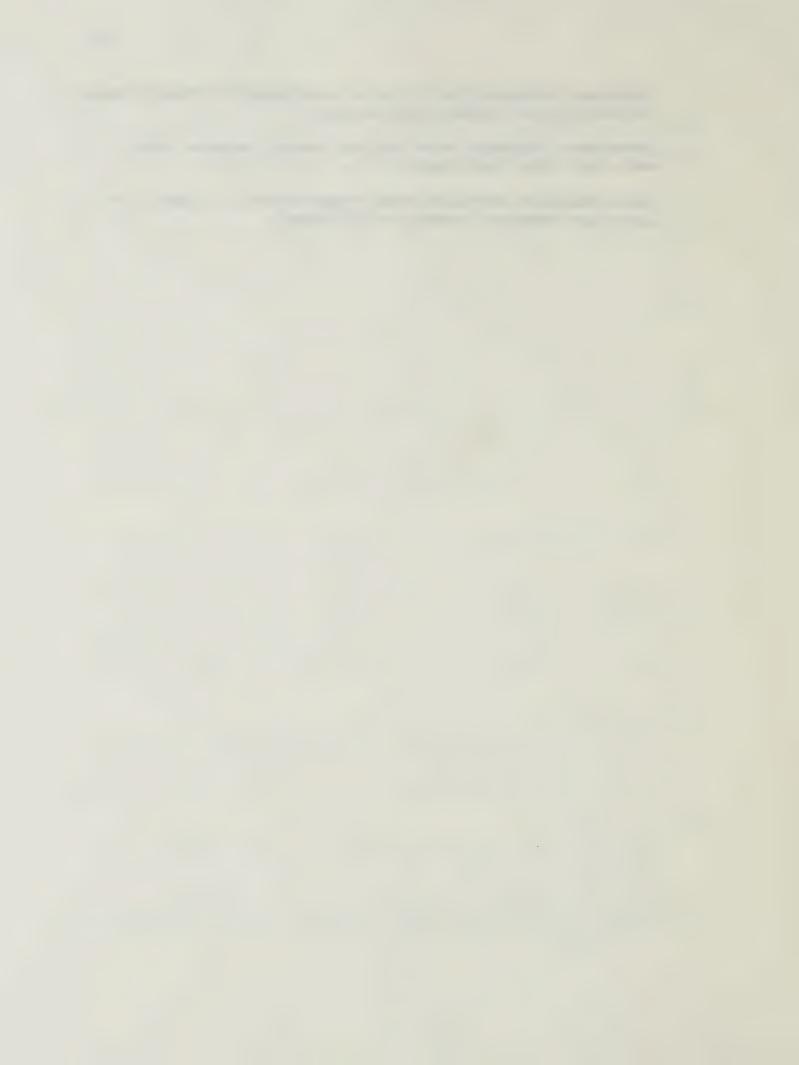
Twenty-one students revealed that they were enrolled in French class because they wanted to learn how to speak the language.



Eighteen students felt that a knowledge of French would be useful fro travelling purposes.

Seventeen students were taking French because they were put into the class.

Nine students revealed that they wanted to learn the language because Canada is bilingual.



# 4. COMMENTS CONCERNING THE FRENCH PROGRAMS USED IN EDMONTON

Space was provided in the testing instrument for comments regarding the present French programs used in the city of Edmonton. The following are excerpts from the comments that appeared most often in each of the sub-populations.

- 1. French is boring.
- 2. I get sick of the filmstrips, talking about the Thibauts and where they live. Things that kids are interested in would get a better participation from the kids.
- 3. French would be better if the films weren't so boring. The films are quite inadequate for helping you understand the language. It's very boring sitting around listening to a tape recorder.
- 4. They should make new films with real people.
- 5. I think students would show more interest in French if it was on subjects they like and could use from day to day.
- 6. I would like to talk about kids our age, not about guys like Paul and Catherine.
- 7. They should have separate classes for boys and girls because they talk about completely different things.
- 8. We should have textbooks to study from instead of just records.
- 9. I would like to be able to work on my own with one or two others in the library with just textbooks and the teacher there in case I had any trouble with pronunciation or something. I've tried learning on my own before and found I could learn more in one month than in three years of French learning from a teacher.
- 10. The French I'm taking now seems dull and unimaginative. For French you need a lively (not afraid to yell) teacher.



### CHAPTER V

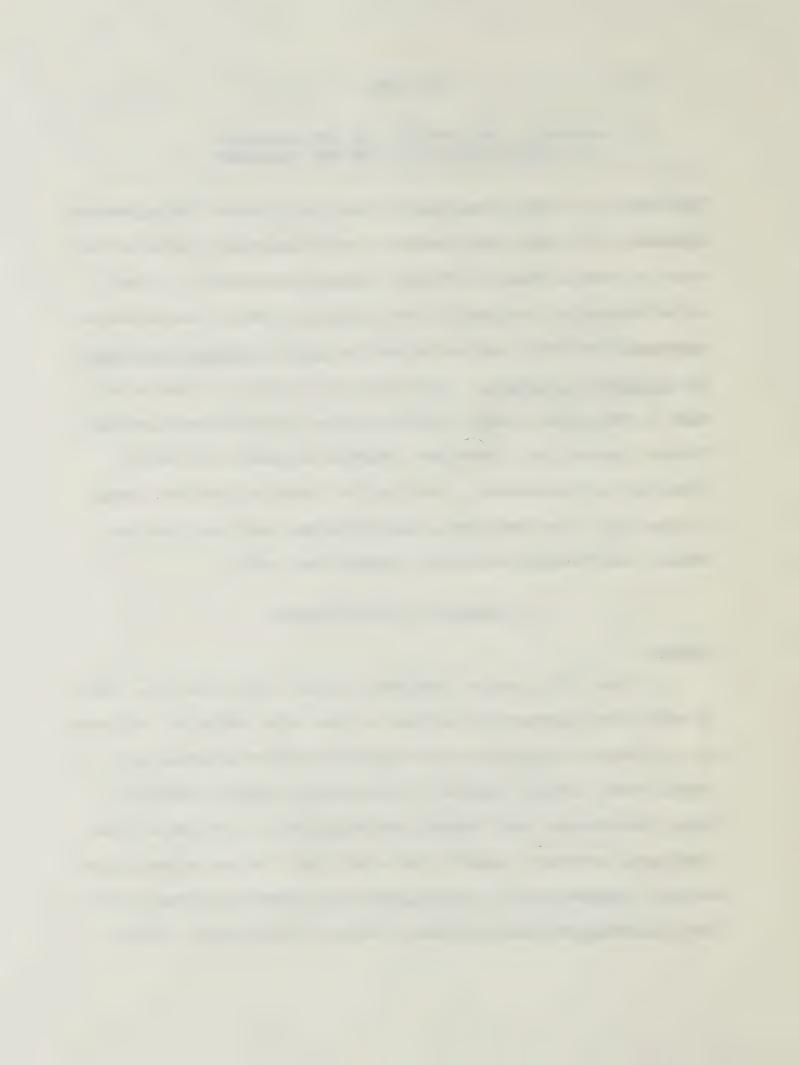
# SUMMARY, CONCLUSIONS AND IMPLICATIONS, RECOMMENDATIONS FOR FURTHER RESEARCH

The object of this investigation was to discern the expressed interests of junior high school French language students relevant to the content of French language materials, as well as to determine how many of the topics in which the students expressed interest are contained in <u>Voix et Images de France</u> and <u>Ecouter et Parler</u>. The subjects involved in this study were 1,058 grade seven, eight and nine students enrolled in French classes in either the Edmonton Separate or Public Schools. An instrument, designed to inquire into the areas in question, was developed, administered, and analyzed to obtain the findings which are summarized below.

### I. SUMMARY OF THE FINDINGS

## Topics

Of the fifty topics included in the questionnaire, those in which the largest percentage of the male subjects indicated an interest in learning how to discuss and read about in French were various sports, Vacationing, Travel, Animals, Cars, Motorbikes, and Nature and Wildlife. A review of the findings, however, clearly indicated that the male population was not interested in learning how to discuss and read about the following topics in French: Drama, Family Life, School,

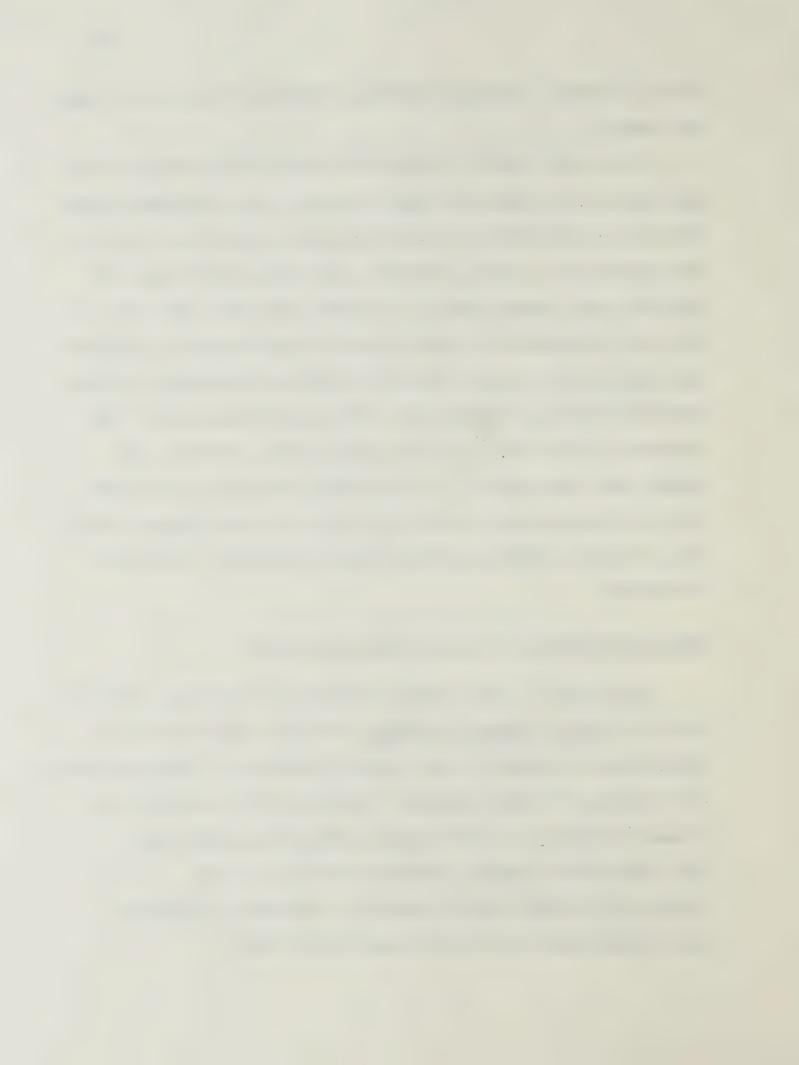


France, History, Dancing, Cooking, Fashions, Stamp Collecting, and Sewing.

of the ten topics in which the greatest majority of the male population indicated least interest, the following three were also considered disinteresting by a majority of the female population: School, History and Stamp Collecting. In addition, the female subjects further indicated that they were not interested in learning how to read about and discuss the following in French: Soccer, Fishing, Motorbikes, Science, Sportscar Racing, Hockey, Cars, Hunting and Airplanes. The responses of the girls at each grade level, however, did reveal that the majority of the female population was interested in learning how to discuss and read about Drama, Family Life, School, France, Dating, Cooking, Fashions and Sewing in French.

## Lexical Analysis of Voix et Images de France

An analysis of the lexical content of the first fifteen units of <u>Voix et Images de France</u> revealed that vocabulary pertaining to sixteen of the topics included in the questionnaire are contained in this program. However, it is obvious that in many instances, as for example, when discussing Cars, Art, Motorbikes, Sewing, Airplanes and Music, the vocabulary provided would enable the students to discuss these topics only on a very superficial level.

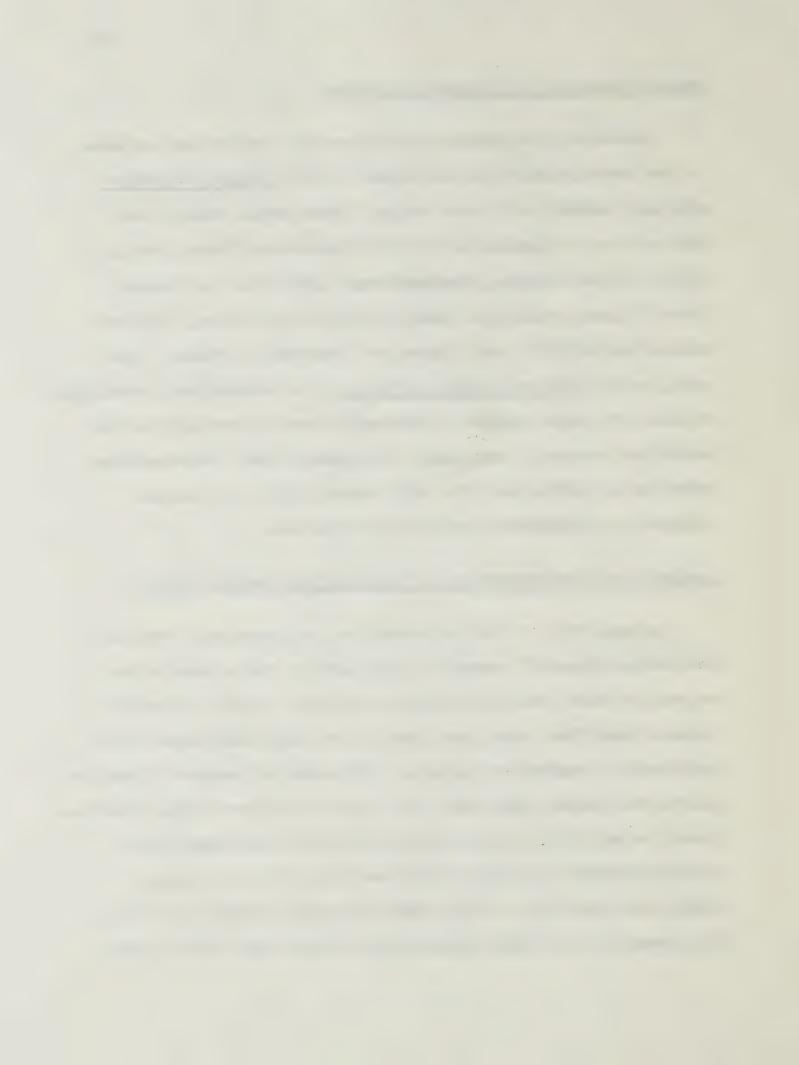


### Lexical Analysis of Ecouter et Parler

Vocabulary pertaining to fifteen of the topics included in the questionnaire is contained in the Ecouter et Parler program. Mastery of these lexical items would enable the students to be capable of briefly discussing Foods, Music, Sports, Cars, Dancing, Recreational Activities in France, Travel, Games, Fashions, Family Life, Vacationing, Parties, Nature and Wildlife and Places of Interest in France. However, as in Voix et Images de France, the vocabulary pertaining to some of these topics is limited to one or perhaps several words and phrases. Once again it appears that the vocabulary provided is sufficient for only superficial and limited discussion concerning the topics mentioned.

## Analysis of the Responses to "Why Are You Taking French?"

An analysis of the responses to the question, "Why are you taking French?" revealed that most of the students involved in this investigation are studying French primarily because they feel that they need it to gain admittance into university, because of parental influence or because it may be useful for career purposes. The results further reveal that although a majority of the grade seven and nine female populations stated that they like the subject, at no grade level did a majority of the male subjects indicate a liking for French. It is also interesting to note that while there

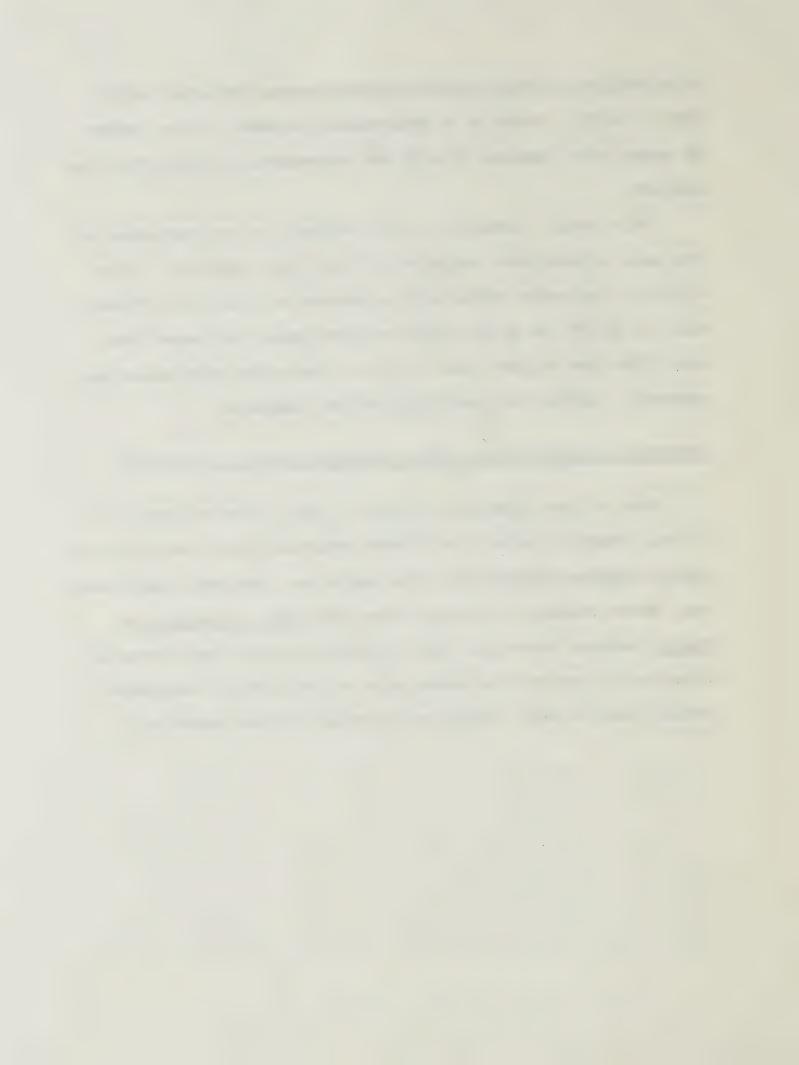


is a decline in the liking of French among the grade eight girls (42.5%), there is a noticeable increase in the number of grade nine females (58.6%) who expressed a liking for the subject.

This trend, however, is not evident in the responses of the male populations included in this investigation. While 43.8% of the grade seven boys expressed a liking for French, only 30.3% of the grade eight male subjects indicated that they like the subject, and 31.1% of the grade nine males expressed a liking for the study of the language.

### Comments concerning the French programs used in Edmonton

Most of the comments written by the subjects involved in this study revealed that these students find French boring and the topics around which the units are centered uninteresting. Those students who were using the Voix et Images de France program described the filmstrips as dull and revealed a desire to use printed materials in the form of textbooks rather than to rely solely on audio and visual materials.



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### II. CONCLUSIONS AND IMPLICATIONS

On the basis of the findings of this study, the following conclusions and implications may be stated.

- l. The responses of the subjects involved in this investigation reveal that the topics in which the male populations are interested in learning how to discuss and read about in French are different from those of the female subjects. As a result, it may be recommended that separate French classes for boys and girls at this grade level be established in order to appeal to the interests of each group for the purpose of increasing motivation.
- 2. Since the results indicate that the interests of the male and female populations remain relatively stable throughout, materials relevant to those topics which proved to be most popular in this investigation could be prepared in different degrees of difficulty and presented at the appropriate grade levels.
- 3. Since many of the students are enrolled in French classes for utilitarian reasons, it is imperative that they be exposed to content which is useful in and relevant to their daily lives and current activities.
- 4. Because of the paucity of lexical items in Voix et

  Images de France and Ecouter et Parler which refer to the
  topics in which these students have expressed interest in
  learning how to discuss and read about in French, supplementary



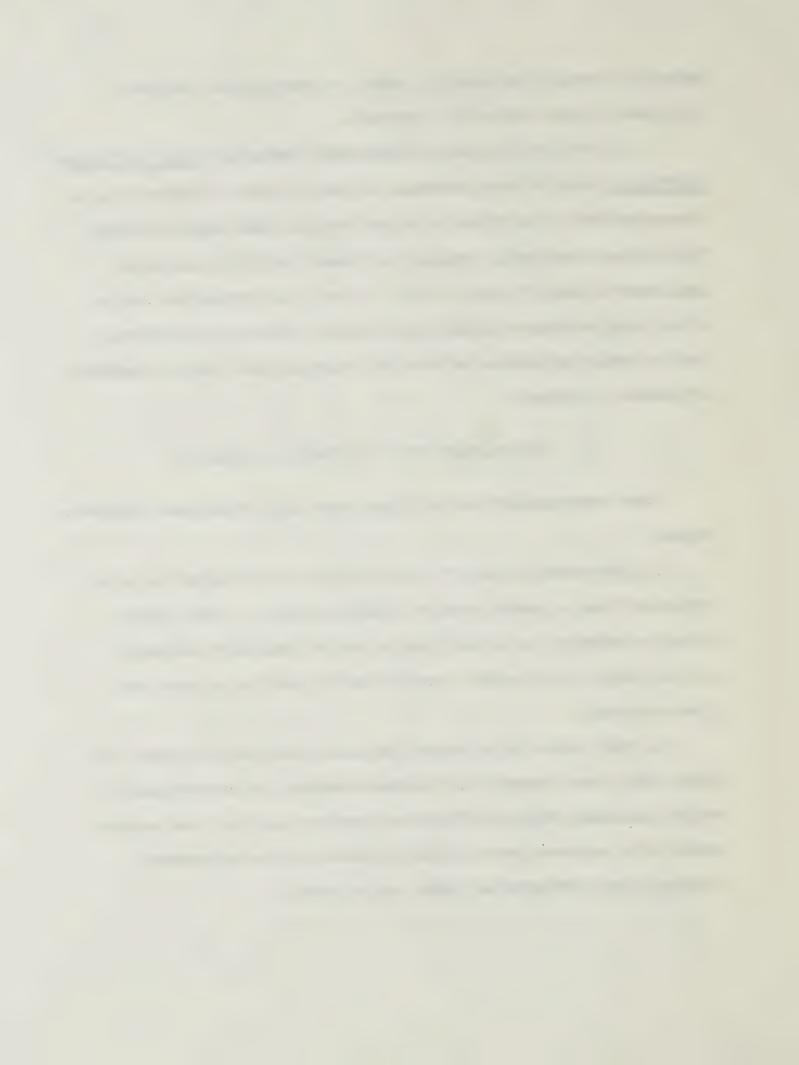
materials should be used in order to enable the learners to pursue those topics of interest.

5. One of the main criticisms levied at Voix et Images de France, one of the programs currently used in Edmonton, is concerned with the filmstrips and the boredom which results from being constantly exposed to them. Skillful and more imaginative use of these media, as well as effective use of other supplementary materials, should therefore be strived for in order to ensure effective learning and the maintenance of student interest.

#### III. RECOMMENDATIONS FOR FURTHER RESEARCH

Some recommendations arising from this study are suggested below.

- 1. The conclusions of this research were based on data obtained from a questionnaire administered to junior high school students. An investigation which included students in the senior high school grades would provide a more complete survey.
- 2. The junior high school students who participated in this study were located in western Canada. An investigation which included students from the eastern part of the country could give an even more global picture of the expressed interests of students at this grade level.





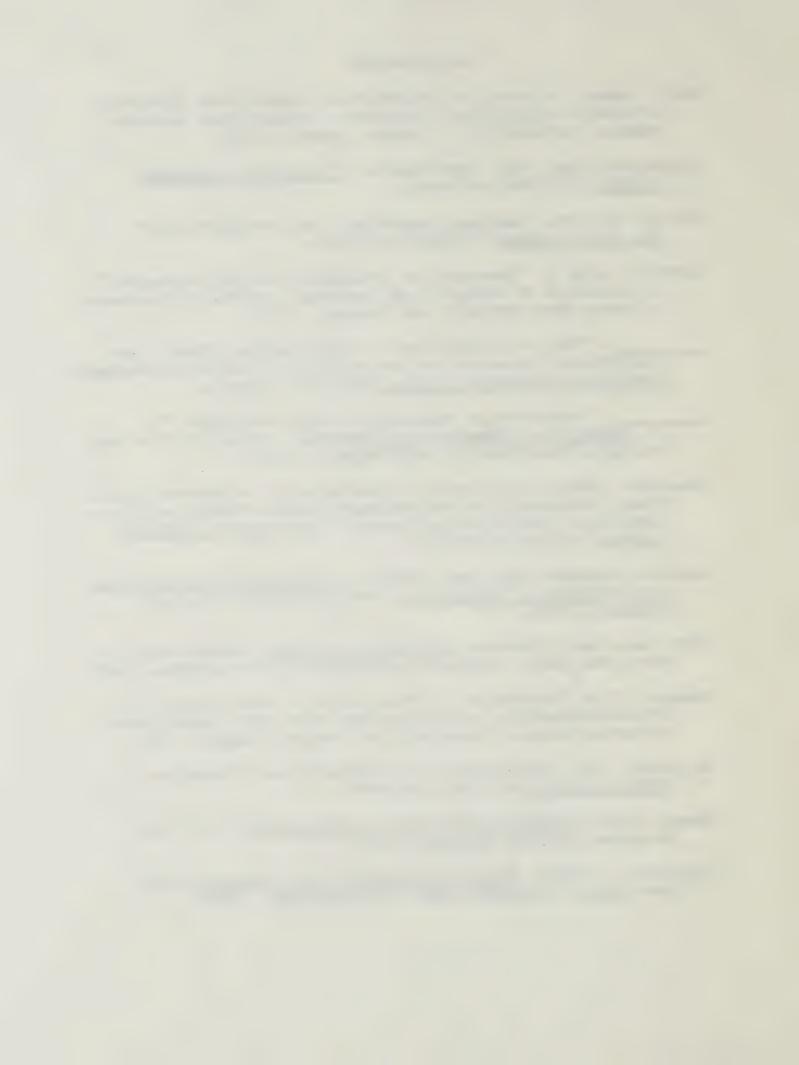


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## APPENDIX A

FINAL QUESTIONNAIRE



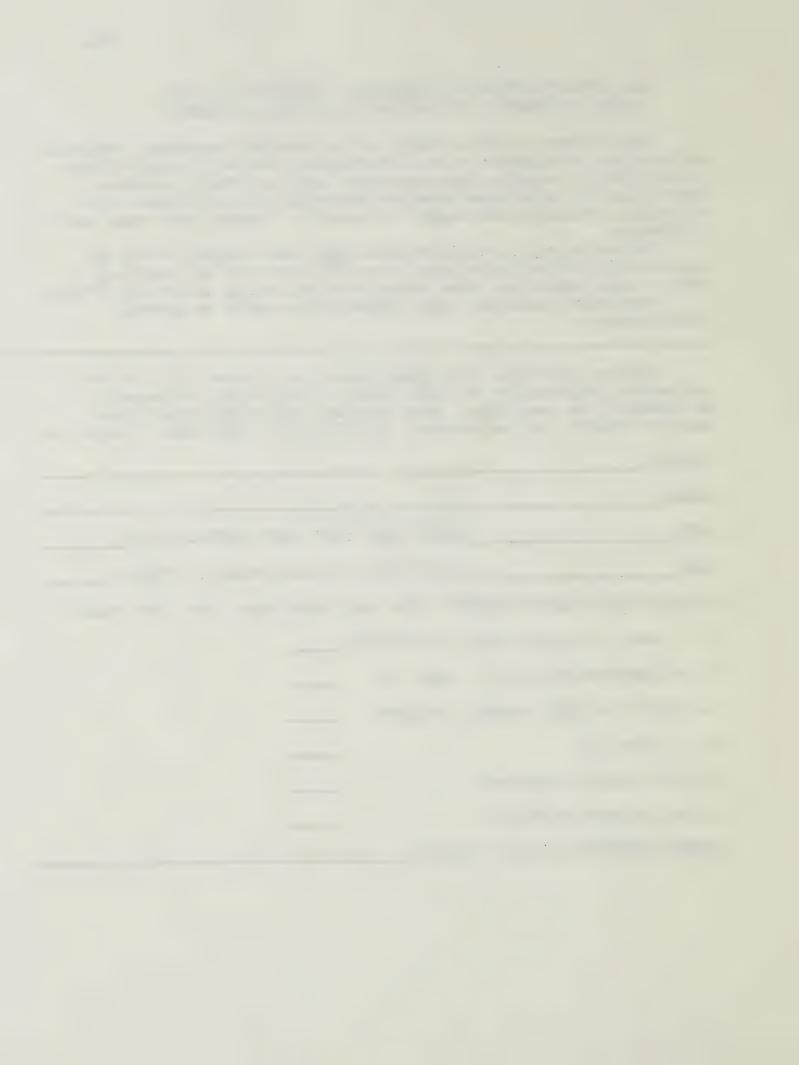
#### AN INVESTIGATION OF EXPRESSED INTERESTS IN THE STUDY OF FRENCH BY JUNIOR HIGH SCHOOL STUDENTS

The purpose of this study is to provide teachers, textbook authors and publishers with information that will enable them to critically examine the materials used in French courses. Hopefully, it will also provide them with an up-to-date list of topics students are eager to learn to discuss and read about in French.

In addition, it will provide you, the student, with an opportunity to indicate how interested you are in learning how to talk about and read about the following topics in French. For these reasons, your cooperation would be greatly

appreciated.

Before you begin this questionnaire, please fill in the requested information on this sheet. Please try to answer as honestly as possible. What you say will not affect your mark or credit in the course. DO NOT GIVE YOUR NAME. Thank you.
SCHOOL
GRADE
AGEWHEN WILL YOUR NEXT BIRTHDAY BE?
SEXWHAT WAS YOUR LAST MARK IN FRENCH?
WHY ARE YOU TAKING FRENCH? (You may check more than one reason)
1. I need it to get into university
2. My parents want me to take it.
3. To fit my high school program.
4. I like it.
5. For career purposes.
6. My friends take it.
OTHER REASONS (please specify)



The object of this survey is to find out how interested you are in learning how to talk about and read about the following topics in French.

Each topic is followed by four blank spaces

An ANSWER SHEET has been provided for you to record your answers. Please record your responses on both the questionnaire and answer sheet. If you are very interested, blacken the space numbered one. If you are interested, blacken space numbered two. If you are not interested, blacken space numbered three. If you are not at all interested, blacken space numbered four. When you have finished, you should have the first 50 spaces filled in under PART 1 of the answer sheet. The answers to questions 51 and 52 should be put directly on the questionnaire.

Please use pencil and answer each item. Check to make sure that the number of the questionnaire corresponds to the

correct number on your answer sheet.

OTTER ON A TRE

Do not write your name, but fill in the name of the school, your age, your sex and your grade level on both the question-naire and answer sheet.

#### EXAMPLES:

		ಡೆ ೧೩೪	TTOI	MATU	نا			AMOWER	OTHER		
l.	POLLUTION	<del></del>	2		14	1.	A===1	B===2	C===3	D===4	E===5
2.	POLITICS	-	-2	<del>-3</del>	<u></u>	2.	A===1	B===2	C==3	D===4	E===5
	T Wome we					7777 1	na how	+0 310	011 C C C C	heer h	chout

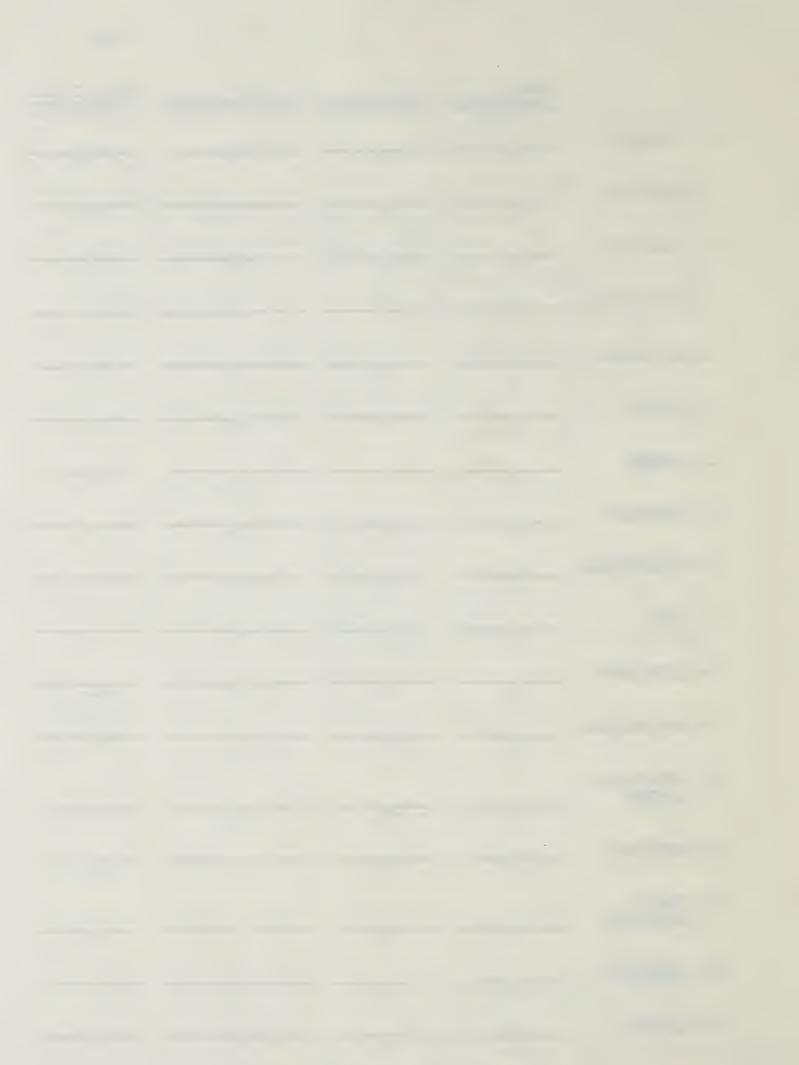
ANGWED CHEEM

If I were very interested in learning how to discuss and read about POLLUTION, I would blacken space number 1. However, if I were not at all interested in learning how to discuss and read about POLITICS, I would blacken space number 4.

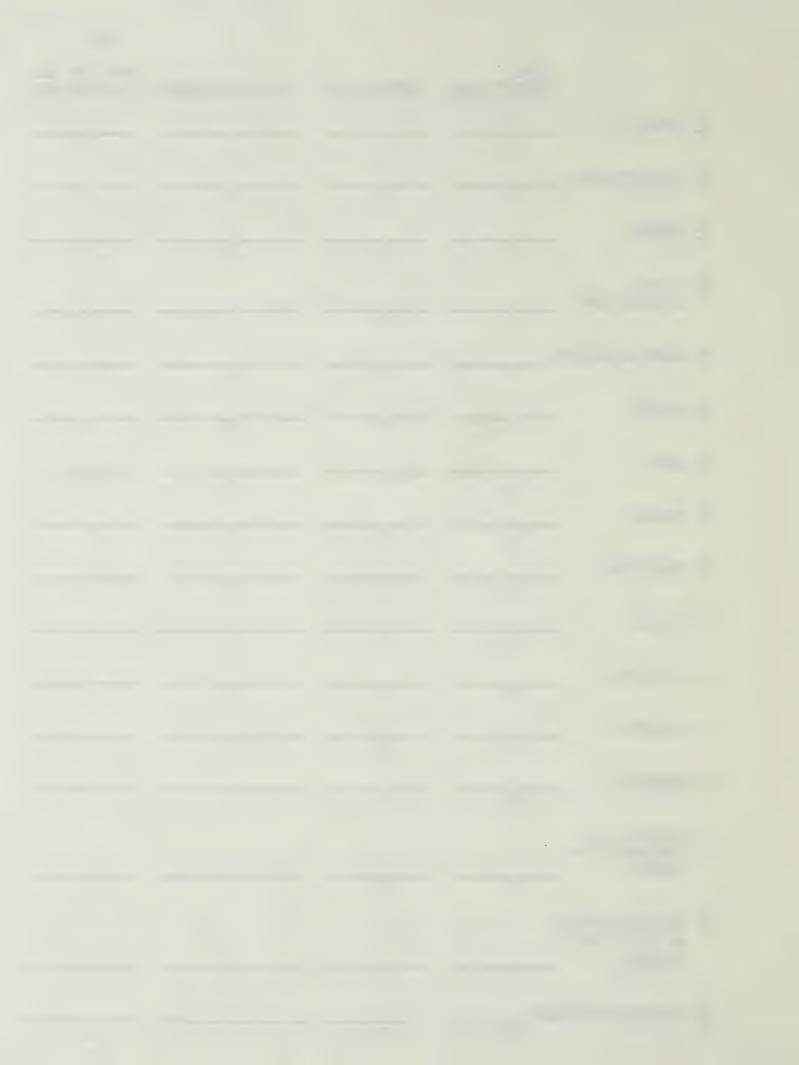
		VERY INTERESTED	INTERESTED	NOT INTERESTED	NOT AT ALL INTERESTED
1.	BASEBALL	1	2	3	4
2.	BASKETBALL	1	2	3	4
3.	BOATING	1	2	3	4
4.	FISHING	1	2	3	4
5.	HORSEBACK RIDING	1	2	3	4



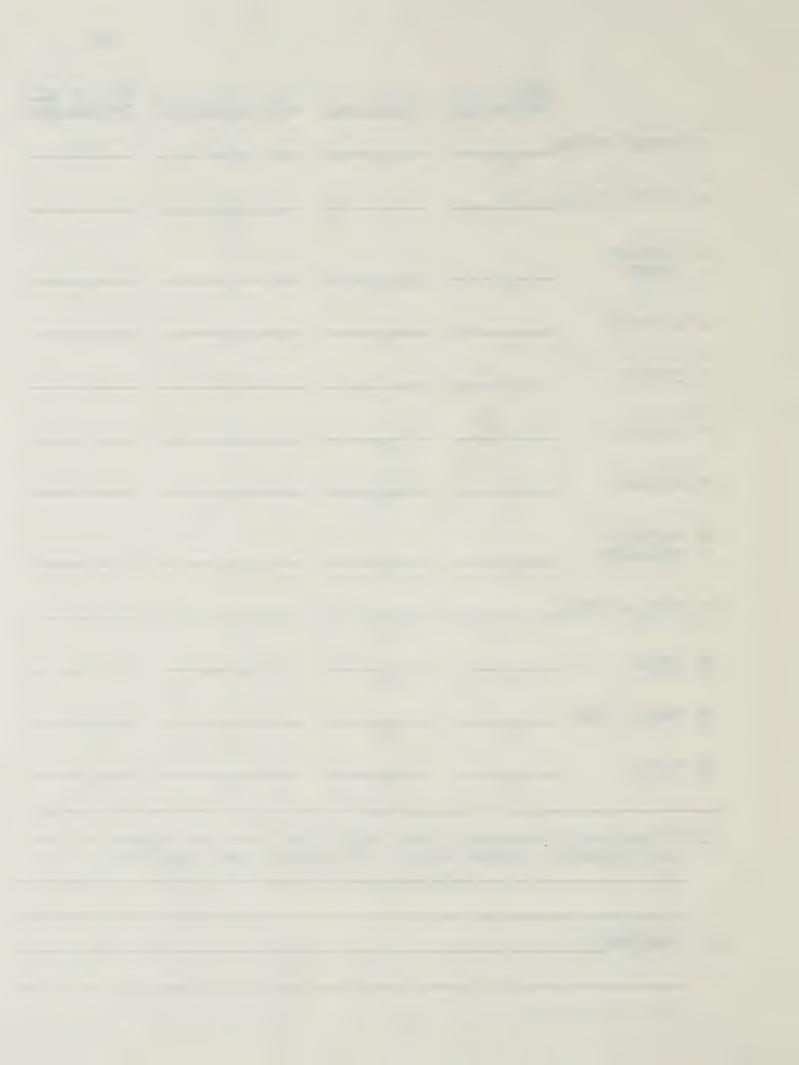
	VERY INTERESTED	INTERESTED	NOT INTERESTED	NOT AT ALL INTERESTED
6. HOCKEY	1	2	3	4
7. HUNTING	1	2	3	4
8. SKATING	1	2	3	4
9. SKIDOOING	1	2	3	4
10 FOOTBALL	1	2	3	4
ll SKIING	1	2	3	4
12 SOCCER	1	2	3	4
13 SWIMMING	1	2	3	4
14 VOLLEYBALL	1	2	3	4
15 CARS	1	2	3	4
16 AIRPLANES	1	2	3	4
17 MOTORBIKES	1	2	3	4
18 SPORTSCAR RACING		2	3	4
19 DANCING	1	2	3	4
20 SPACE VEHICLES				
	1	2	3	4
21 PARTIES	1	2	3	- Li
22 DATING	1	2	3	4



		VERY INTERESTED	INTERESTED	NOT INTERESTED	NOT AT ALL INTERESTED
23	TRAVEL	1	• 2	- 3	4
24	VACATIONING		2	3	4
25	GAMES		2	3	4
26	STAMP COLLECTING	-	~	J	·
	CODDECTING	1	2	3	4
27	ARTS & CRAFT	rs	2	3	4
28	MUSIC	1	2	3	4
29	ART	1	2	3	4
30	DRAMA	1	2	3	4
31	FASHIONS	1	2	3	4
32	FOODS	1	2	3	4
33	COOKING	1.	2	3	4
34	SEWING	1		3	4
35	FRANCE		2	3	4
36	PLACES OF INTEREST IN FRANCE		2	3	4
37	RECREATIONAL ACTIVITIES I		2		
	FRANCE	1	2	3	4
38	OTHER COUNTR	RIES	2	3	4



		VERY INTERESTED	INTERESTED	NOT INTERESTED	NOT AT ALL INTERESTED
39	OTHER PEOPLE	1	2	3	4
40	OTHER CITIES	1	2	3	4
41	CURRENT	1	2	3	4
42	SCIENCE	1	2	3	4
43	SCHOOL	1	2	3	4
44	HISTORY	1	2	3	4
45	ANIMALS	1	2	3	4
46	NATURE & WILDLIFE	1	2	3	4
47	BOYS & GIRLS	1	2	3	4
48	DRUGS	1	2	3	4
49	FAMILY LIFE	. 1	2	3	4
50	YOUTH	1	2	3	4
51	If you are in questionnair	nterested in e, please wr	n any topic	that does not app blank space prov	pear on the ided.
52	COMMENTS				



APPENDIX B

CHI-SQUARE VALUES



#### TABLE XVIII

# CHI-SQUARE VALUES OF RESPONSES OF ALL GRADES ACCORDING TO SEX5

TOPIC	CHI-SQUARE VALUE
1. Baseball 2. Basketball 3. Boating 4. Fishing 5. Horseback Riding 6. Hockey 7. Hunting 8. Skating 9. Skidooing 10. Football 11. Skiing 12. Soccer 13. Swimming 14. Volleyball 15. Cars 16. Airplanes 17. Motorbikes 18. Sportscar Racing 19. Space Vehicles 20. Dancing 21. Parties 22. Dating 23. Travel 24. Vacationing 25. Games 26. Stamp Collecting 27. Arts and Crafts 28. Music 29. Art 30. Drama 31. Fashions 32. Foods	0.000078 0.000000 0.0000000 0.0000000 0.0 0.0 0

<sup>&</sup>lt;sup>5</sup>An asterisk marks those values which showed no significant difference at the .01 level by chi-square analysis of the data.



### TABLE XVIII -- Continued

	TOPIC '	CHI-SQUARE VALUE
37· 38· 39· 40· 41·	Cooking Sewing France Places of Interest in France Recreational Activities in France Other Countries Other People Other Cities Current Events Science School History Animals Nature and Wildlife Boys and Girls	0.0 0.0 0.000000 0.000000 0.000000 0.000000 *0.87473 0.066673 0.0 *0.071442 *0.224927 0.000051 0.113555 0.000003
48.	Drugs Family Life Youth	0.000007 0.000000 0.000000



#### TABLE XIX

### CHI-SQUARE VALUE OF GRADE 7 RESPONSES ACCORDING TO SEX

	TOPIC	CHI-SQUARE VALUE
1. 2. 3. 4. 5. 6. 7. 8. 9.	Baseball Basketball Boating Fishing Horseback Riding Hockey Hunting Skating Skidooing Football	0.000142 0.000000 *0.026432 0.000026 0.000000 0.0 *0.075348 0.003822 0.0
11. 12. 13. 14. 15. 16. 17. 18. 19. 20.	Skiing Soccer Swimming Volleyball Cars Airplanes Motorbikes Sportscar Racing Space Vehicles Dancing	*0.080920 0.000025 *0.069007 *0.260287 0.0 0.0 0.000000 0.0 0.000000
21. 22. 23. 24. 25. 26. 27. 28. 29.	Parties Dating Travel Vacationing Games Stamp Collecting Arts and Crafts Music Art Drama	0.000000 0.000001 0.000999 0.000128 *0.126975 *0.272710 0.001743 0.004121 0.000013 0.000000



### TABLE XIX -- Continued

	TOPIC	CHI-SQUARE VALUE
37· 38.	Fashions Foods Cooking Sewing France Places of Interest in France Recreational Activities in France Other Countries Other People Other Cities	0.0 0.000243 0.0 0.0 0.000010 *0.011704 0.003828 *0.010610 0.009527 *0.408204
	Current Events Science School History Animals Nature and Wildlife Boys and Girls Drugs Family Life Youth	*0.483284 0.000000 *0.095863 *0.153182 *0.073276 *0.387673 0.005950 *0.035382 0.000000 *0.093340

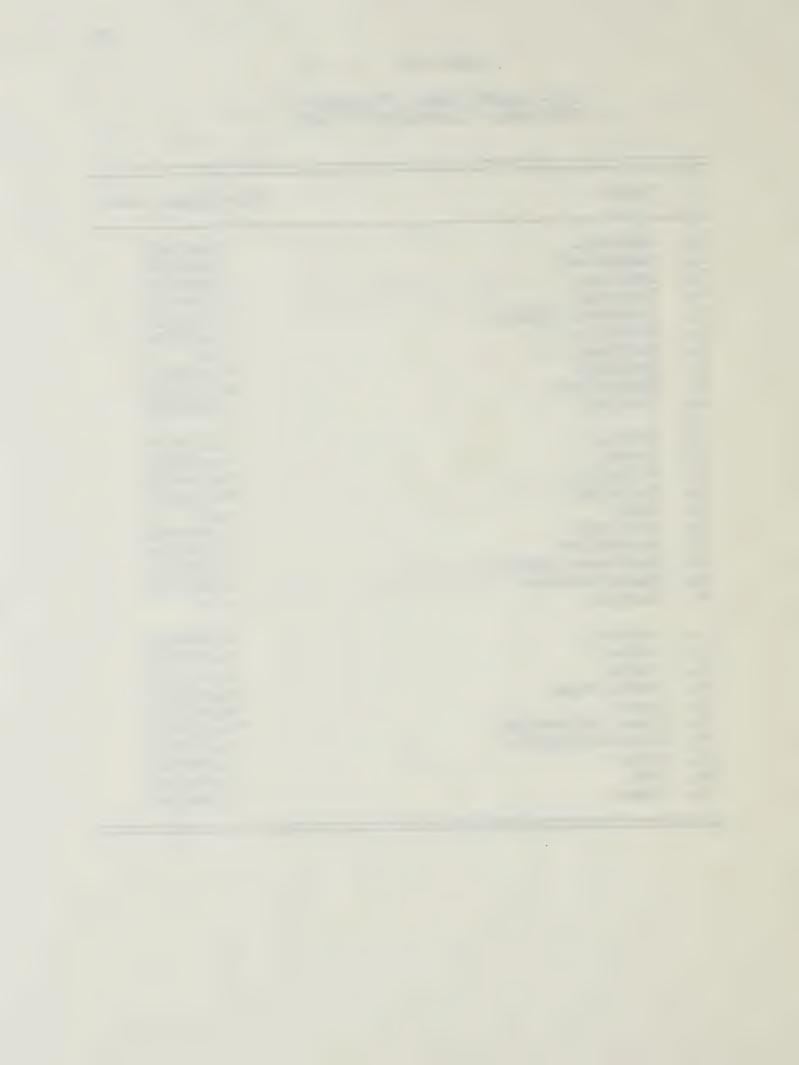


TABLE XX

CHI-SQUARE VALUE OF GRADE 8

RESPONSES ACCORDING TO SEX

	TOPIC	CHI-SQUARE VALUE
1. 2. 3. 4. 5. 6. 7. 8. 9.	Baseball Basketball Boating Fishing Horseback Riding Hockey Hunting Skating Skidooing Football	0.005959 0.000048 0.002173 0.000000 0.000016 0.000000 0.0 0.0 0.000414 *0.535557 0.000000
11. 12. 13. 14. 15. 16. 17. 18. 19. 20.	Skiing Soccer Swimming Volleyball Cars Airplanes Motorbikes Sportscar Racing Space Vehicles Dancing	0.003479 0.000007 *0.204016 *0.310003 0.0 0.000000 0.000000 0.000000 0.0000022
21. 22. 23. 24. 25. 26. 27. 28. 29.	Parties Dating Travel Vacationing Games Stamp Collecting Arts and Crafts Music Art Drama	0.000000 0.000028 0.005172 *0.104350 0.005750 *0.133419 0.000000 0.000000 0.000000



### TABLE XX -- Continued

	TOPIC	CHI-SQUARE VALUE
33. 34. 35.	Other People	0.0 0.000001 0.0 0.0 0.000169 0.000030 0.001172 0.000661 0.000014 *0.538705
41. 42. 43. 44. 45. 46. 47. 48. 49. 50.	Current Events Science School History Animals Nature and Wildlife Boys and Girls Drugs Family Life Youth	*0.204006 0.000003 *0.435719 *0.857425 *0.105022 *0.866703 *0.024467 0.005060 *0.011855 0.001828



## TABLE XXI

## CHI-SQUARE VALUE OF GRADE 9 RESPONSES ACCORDING TO SEX

	TOPIC	CHI-SQUARE VALUE
1. 2. 3. 4. 5. 6. 7. 8. 9.	Baseball Basketball Boating Fishing Horseback Riding Hockey Hunting Skating Skidooing Football	*0.987057 *0.212869 *0.022042 0.000000 0.000000 0.000000 0.000000 0.009721 *0.316869 0.000003
11. 12. 13. 14. 15. 16. 17. 18. 19. 20.	Skiing Soccer Swimming Volleyball Cars Airplanes Motorbikes Sportscar Racing Space Vehicles Dancing	0.000243 *0.043907 0.002298 0.002563 0.0 0.000000 0.000000 0.000000 0.000000
21. 22. 23. 24. 25. 26. 27. 28. 29.	Parties Dating Travel Vacationing Games Stamp Collecting Arts and Crafts Music Art Drama	0.005773 0.000980 0.000003 0.000001 *0.156528 *0.108466 0.000000 0.000000 0.000000



## TABLE XXI -- Continued

	TOPIC	CHI-SQUARE VALUE
31. 32. 33. 34. 35. 36. 37. 38. 39.	Fashions Foods Cooking Sewing France Places of Interest in France Recreational Activities in France Other countries Other People Other Cities	0.0 0.000002 0.0 0.0 0.000000 0.000008 0.004501 *0.017219 0.000442 *0.143093
46. 47. 48.	Current Events Science School History Animals Nature and Wildlife Boys and Girls Drugs Family Life Youth	*0.277224 0.000000 *0.445429 *0.427120 0.000176 *0.073406 0.01580 0.006005 0.000023 0.000000



TABLE XXII

#### CHI-SQUARE VALUES OF RESPONSES OF TOTAL POPULATION ACCORDING TO GRADE

	TOPIC	CHI-SQUARE VALUE
1. 2. 3. 4. 56. 78. 910.	Baseball Basketball Boating Fishing Horseback Riding Hockey Hunting Skating Skidooing Football	0.006218 *0.084471 *0.022433 *0.345361 *0.421210 *0.275753 *0.233282 0.004683 *0.135244 *0.038922
11. 12. 13. 14. 15. 16. 17. 18. 19. 20.	Skiing Soccer Swimming Volleyball Cars Airplanes Motorbikes Sportscar Racing Space Vehicles Dancing	*0.208821 0.000061 0.000934 *0.214055 0.005289 *0.556156 *0.104837 *0.054158 0.004524 *0.361973
21. 22. 23. 24. 25. 26. 27. 28. 29.	Parties Dating Travel Vacationing Games Stamp Collecting Arts and Crafts Music Art Drama	*0.444056 *0.054000 0.001583 *0.016156 *0.045787 *0.036080 0.000003 0.104649 0.000027 0.000002



## TABLE XXII -- Continued

	TOPIC	CHI-SQUARE VALUE
33. 34. 35. 36. 37. 38.	Fashions Foods Cooking Sewing France Places of Interest in France Recreational Activities in France Other Countries Other People Other Cities	*0.419234 *0.079490 *0.889585 *0.471223 *0.135340 *0.021558 *0.024137 *0.120219 0.007232 *0.192505
43. 44. 45. 47. 49.	Current Events Science School History Animals Nature and Wildlife Boys and Girls Drugs Family Life Youth	*0.075092 0.001359 *0.056252 0.006042 0.153024 *0.893522 *0.285145 *0.080844 *0.043796 *0.023801



APPENDIX C

MOST POPULAR TOPICS

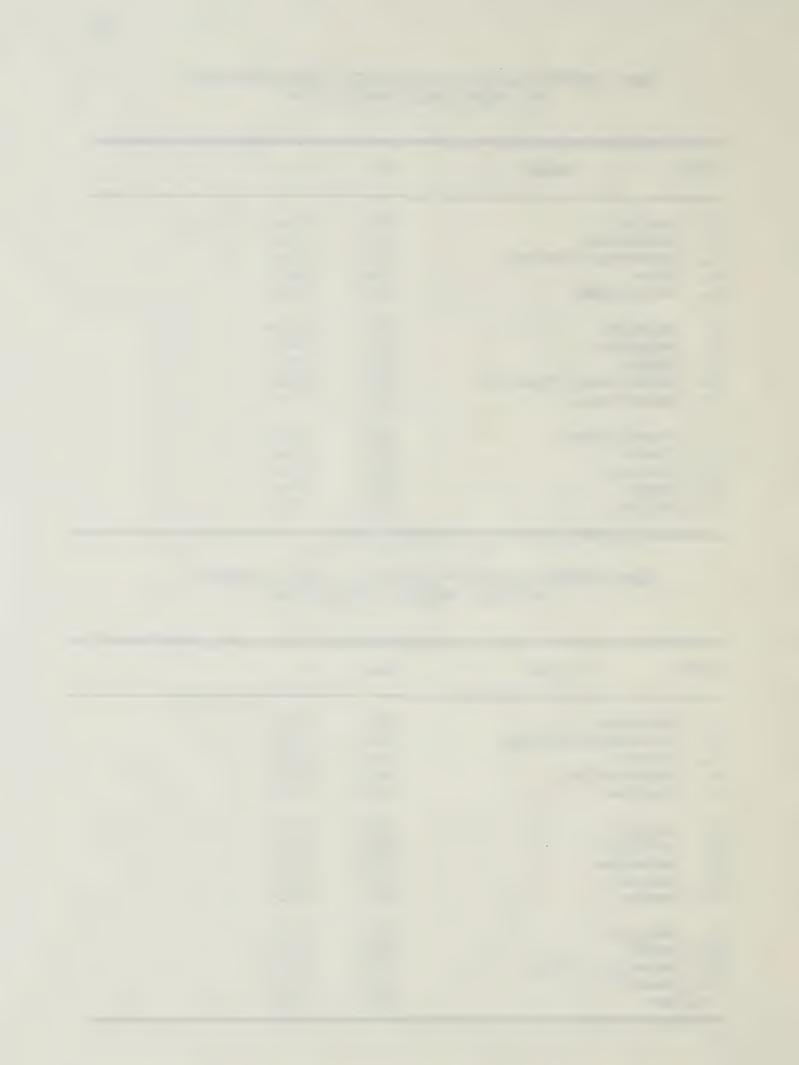


## RANK ORDERED LIST OF TOPICS OF VITAL INTEREST TO TOTAL MALE POPULATION

TOP	IC	N=468	No.	%
1. 2. 3. 4. 5.	Football Skidooing Sportscar Cars Motorbikes	Racing	386 352 352 349 345	78.6 75.2 75.2 74.5 73.7
8.	Animals Swimming Hockey Nature and Basketbal	d Wildlife	330 328 325 322 316	70.4 70.0 69.4 68.8 67.5
12. 13. 14.	Vacationing Travel Hunting Games Skiing	ng	316 312 305 303 295	

# RANK ORDERED LIST OF TOPICS OF VITAL INTEREST TO TOTAL FEMALE POPULATION

TOPIC N=590	No.	%	
<ol> <li>Fashions</li> <li>Horseback Riding</li> <li>Travel</li> <li>Vacationing</li> <li>Parties</li> </ol>	524 490 490 489 489	88.8 83.0 83.0 82.8 82.8	
6. Animals 7. Cooking 8. Swimming 9. Dating 10. Foods	478 477 469 464 460	81.0 80.8 79.4 78.6 77.9	
11. Skiing 12. Youth 13. Boys and Girls 14. Games 15. Art	452 449 441 435 432	76.6 76.1 74.7 73.7 73.2	



# RANK ORDERED LIST OF TOPICS OF COMMON INTEREST TO TOTAL POPULATION

TOPIC	N=1,058	No.	%	
1. Animals 2. Vacation 3. Travel 4. Swimming 5. Skidooin 6. Skiing 7. Games	<b>s</b>	808 805 802 797 772 747 738	76.3 76.1 75.8 75.3 72.9 70.6 69.9	













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